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ABSTRACT

This 163-item annotated bibliography was compiled to provide access to research and discussions of student evaluation of teacher effectiveness. It was not limited to any educational level nor confined to any specific curriculum area. Two data bases were searched by computer employing three groups of subject terms--evaluation terms, teacher and effective teaching terms, and student terms. A complete list of terms used is included in the appendix. The two data bases were ERIC, yielding documents announced in Resources in Education (RIE) and Current Index to Journals in Education (CIJE), and Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. ERIC was searched in February 1975 and the data base was complete through December 1974, collecting information for RIE since 1966 and CIJE since 1969. Psychological Abstracts was searched in March 1975 and the data base dates from 1967. A subject index consisting of ERIC descriptors and identifiers reflecting major emphasis is provided. (RC)

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TM REPORT 52 SEPTEMBER 1975

STUDENT EVALUATION OF TEACHER EFFECTIVENESS

Richard J. Coley

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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PREFACE

The Educational Resources Information Center (ERIC) is operated by the National Institute of Education of the United States Department of Health, Education, and Welfare. It is an information system dedicated to the improvement of education through the dissemination of conference proceedings, instructional programs, manuals, position papers, program descriptions, research and technical reports, literature reviews, and other types of material. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using information which was previously unpublished or which would not be widely disseminated otherwise.

The ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) acquires and processes documents and journal articles within the scope of interest of the Clearinghouse for announcement in ERIC's index and abstract bulletins: Resources in Education (RIE) and Current Index to Journals in Education (CIJE).

Besides processing documents and journal articles, the Clearinghouse has another major function: information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-art papers, and other interpretive reports on topics in its area of interest.

ABOUT THE BIBLIOGRAPHY

This bibliography was compiled to provide access to research and discussions of student evaluation of teacher effectiveness. It is not limited to any educational level, nor is it confined to any specific curriculum area. Two data bases were searched by computer, and a library search was conducted.

A computer search of the ERIC data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education which covers over 700 education-related journals. Three groups of subject terms were combined in the search strategy: evaluation terms, teacher and effective teaching terms, and student terms. A complete list of all terms used in the search is appended.

Also searched by computer was Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. Over 800 journals, technical reports, monographs, and other scientific documents are regularly covered. Again, teacher and effective teaching terms, evaluation terms, and student terms related to the three parts of the subject were employed in the search.

The ERIC data base was searched in February 1975. ERIC began collecting information for RIE in 1966 and for CIJE in 1969. At the time of the search, the data base was complete through December 1974. Psychological Abstracts was searched in March 1975, and the data base dates from 1967.

For ERIC documents (those with an ED number appearing at the end of the bibliographic citation) the following information is presented when available: personal or corporate author, title, place of publication, publisher, date of publication, number of pages, and ED number. In some cases, an alternate source of the document is listed. These documents may be purchased in hard copy or in microfiche from the ERIC Document Reproduction Service (EDRS). Price information and an order form are appended. However, ERIC microfiche collections are available at approximately 475 locations throughout the country, and most of these collections are open to the public. If you are unable to find a collection in your area, you may write to ERIC/TM for a listing.

Journal articles (those entries appearing with an EJ number or otherwise identified as journals by the bibliographic citation) are not available from EDRS. However, most of these journals are readily available in college and university libraries as well as some large public libraries.

All entries are listed alphabetically by author and are numbered. An abstract, or in the case of most journal articles, a shorter annotation, is provided for each entry. A subject index consisting of ERIC descriptors and identifiers reflecting major emphasis is also provided. Numbers appearing in the index refer to entries.

BIBLIOGRAPHY

1. Aleamoni, Lawrence M. and Yimer, Makonnen. "An Investigation of the Relationship Between Colleague Rating, Student Rating, Research Productivity, and Academic Rank in Rating Instructional Effectiveness." Journal of Educational Psychology, Vol. 64, No. 3, June 1973, pages 274-277. EJ 079 507.

Colleague and student ratings were gathered on a group of 477 instructors and then compared with the instructors' research productivity and academic rank. Colleague and student ratings were not found to be significantly related to the instructors' research productivity. However, colleague ratings were significantly related to academic rank, indicating that the reputation of the instructors could be influencing colleague ratings.

2. Aleamoni, Lawrence M. and Yimer, Makonnen. Graduating Senior Ratings' Relationship to Colleague Rating, Student Rating, Research Productivity and Academic Rank in Rating Instructional Effectiveness. Research Report No. 352. Urbana, Illinois: Illinois University, Office of Instructional Resources, 1974. 13 pages. ED 088 320.

Graduating senior ratings were added to colleague and currently enrolled student ratings (gathered on a group of 477 instructors in an earlier study) and then compared with the instructors' research productivity and academic rank. Graduating senior, colleague, and student ratings were not found to be significantly related to the instructors' research productivity. However, senior ratings were significantly and highly related to colleague and currently enrolled student ratings but not to academic rank, indicating that the reputation of the instructors may not be influencing seniors' judgments of excellence in teaching.

3. Aleamoni, Lawrence M. and Others. Teacher Folklore and the Sensitivity of a Course Evaluation Questionnaire (Revised). Urbana, Illinois: Illinois University, Office of Instructional Resources, 1972. 21 pages. ED 076 146.

The purpose of this study was to determine if a) "folklore" about a teacher contributes to his ratings on a course evaluation questionnaire and b) changes in students' attitudes during the course of instruction can be measured by a course-evaluation questionnaire. Multivariate techniques and discriminant analyses were employed. The results indicated that there were no significant differences in attitudes towards the course in educational statistics between those who took the course in 1967-68 and those who took it in 1968-69. This seems to indicate that students do not build a "folklore" about a course based upon the course presented a year

earlier. The results also indicated that changes in attitude about a course while the students are enrolled in that course can be measured by a course evaluation questionnaire. A 16-item bibliography is included.

4. Aleamoni, Lawrence M. The Usefulness of Student Evaluations in Improving College Teaching. Research Report No. 356. Urbana, Illinois: Illinois University, Office of Instructional Resources, 1974. 56 pages. ED 088 317.

The present study was designed to assess the effects on faculty performance of a combination of feedback and personal consultations using college student evaluations. Student evaluation feedback and personal consultations were conducted at least a semester before any follow-up data were gathered. The results indicate that providing computerized results of college student evaluations along with individual faculty consulting sessions helped the instructors significantly improve their student ratings on two instructional dimensions.

5. Apt, Madeline Heikes. A Measurement of College Instructor Behavior. Pittsburgh, Pennsylvania: Pittsburgh University, 1966. 163 pages. ED 016 297.

This study tests the hypothesis that college instructor behavior can be identified and measured by the use of a graphic rating scale when the rater reponds to common bipolar adjectives. When subjected to factor analysis, the behaviors will yield clusters of traits that would identify subgroups of college instructors. Student ratings of college instructor behavior were obtained through the use of a scale composed of 12 bipolar adjectives from the Osgood Semantic Differential, 13 single adjectives from other research studies, and an overall global rating of instruction. The scale was administered to undergraduate liberal arts classes of the same instructors on two occasions separated by a time interval of 15 weeks. The total sample of 7,060 students rated 104 instructors in humanities, natural sciences, and social sciences at the University of Pittsburgh. It was concluded that students distributed their judgments of instructors in a markedly reliable manner, but the variance observed did not significantly discriminate between instructors according to academic division nor did it relate in any appreciable degree to global estimates of effectiveness. The discriminations expected were not within the competence of the Osgood scale or of the single adjectives listed.

6. Bannister, John and Others. Evaluating College Teaching. San Jose, California: San Jose State College, 1961. 8 pages. ED 022 450.

Evaluating the effectiveness of college instruction is necessary and valuable in order to know which teaching practices should be continued. Although teachers usually are reluctant to be evaluated, some voluntarily seek methods of determining their

classroom effectiveness. Four objective means of measurement are (1) introspection (questioning one's own teaching techniques), (2) classroom observation (inviting outsiders to observe one's class, or using tape recorders or other devices to monitor a class), (3) product examination (studying changes produced in students), and (4) student evaluation (administering opinionnaires). Opinionnaires may be open-ended scales devised by teachers or specially prepared teacher-rating scales such as the Tau Beta Pi Instructor Rating Questionnaire. Factors involved in good teaching include, among others, (1) classroom atmosphere conducive to student ease, (2) a tolerant and approachable instructor who is competent and energetic, and (3) a course which has clearly defined objectives. In devising appraisal forms, allowances should be made for suggestions toward improvement rather than merely the recording of opinions. The forms should be distributed, monitored, and collected by students--not the teacher--and should not be read until final course marks have been submitted.

7. Barsalou, Judith M. "Student Evaluation of Staff in Secondary Schools." NASSP Bulletin, Vol. 58, No. 379, February 1974, pages 10-14. EJ 090 652.

This article explores several questions about the value of student evaluation of teachers, and describes one school's experience with student evaluation.

8. Bausell, R. Barker and Magoon, Jon. "Instructional Methods and College Student Ratings of Courses and Instructors." Journal of Experimental Education, Vol. 40, No. 4, Summer 1972, pages 29-33. EJ 059 789.

The study attempted to determine whether general college student ratings were biased in favor of one type of instructional method or another, and what the structure of these differences was. Ratings on 29 items were compared across five different methods of instruction, utilizing both unvariate analyses of variance and multiple-group discriminant analysis. The results indicate that the ratings for method differed in three independent ways, two of which were related to students' perceived effectiveness of the instruction.

9. Bills, Sam Crutcher. "The University Evening School of the University of Tennessee, Faculty Opinions and Teaching Performance." Dissertation Abstracts International, Vol. 28, 10-A, April 1968, page 3961. 235 pages. Available from Xerox University Microfilms, Dissertation Copies P.O. Box 1764, Ann Arbor, Michigan. Order No. 68-3728.

A survey form returned by 381 faculty members and a teacher performance checklist completed by 780 students supplied (1) faculty opinions of the University Evening School of the University of Tennessee and (2) students' ratings of performance of evening school teachers. The faculty favored the evening school; thought credit, noncredit, and certificate programs desirable; found

three one-hour class meetings most effective; and favored advising students and orienting teachers. They felt evening classes were more interesting (but not easier to teach) than day classes and favored overload teaching. They did not believe the evening school should administer all evening classes or that it should be self-supporting. Students gave instructors and part-time teachers highest effective-ineffective teaching ratio ratings and graduate assistants lowest. In the overall ratings, professors were rated highest and graduate assistants lowest. Overall ratings by student classification differed between adult special students and upper-classmen and between freshmen and upperclassmen. Implications were drawn for more efficient operation of the evening school. The document includes 60 tables, a bibliography, and the survey instruments.

10. Bittner, John R. "Student Evaluation of Instructors' Communication Effectiveness." College Student Survey, Vol. 2, No. 2, 1968, pages 38-40.

This survey reports on a university-wide instructor evaluation permitting subjective comments by the students. Six speech teachers analyzed the subjective comments of 25 randomly selected evaluations. Instructor competence in communication was analyzed for (1) rate of speaking; (2) volume, pitch, tone; (3) use of visual aids; (4) use of discussion; and (5) organization of lecture. The reliability of this analysis was calculated to be .73 by Holsti's formula for multiple coders. Two hundred fifty-five subjective comments were analyzed according to this five-factor analysis. The highest percentage of negative comments was in the second category, closely followed by the first. The third category received the lowest percentage of negative comments. The highest percentage of negative comments (76 percent) was attributed to graduate assistants; the lowest (59 percent) to full professors. Other professorial ranks received about 64 percent of negative comments.

11. Blai, Boris Jr. Faculty Effectiveness--A "Pilot" Study of Student Evaluation at Harcum Junior College. Bryn Mawr, Pennsylvania: Harcum Junior College, 1971. 5 pages. ED 058 294.

Approximately 42 percent of the Harcum Junior College student body participated in a study of faculty effectiveness. Analysis of the completed Faculty Evaluation Check Lists, which consisted of 10 Likert-type items and two open-ended questions, indicated that students had high regard for their professors. A copy of the instrument is included.

12. Blank, Logan F. Relationship Between Student Instructional Ratings and Student-Faculty Psychological Types. Oshkosh, Wisconsin: Wisconsin State University, 1970. 11 pages. ED 040 422.

Previous research has found little or no relationship between student instructional ratings and numerous academic and personal

variables. This study sought to determine if such ratings are related to student and instructor psychological types. Undergraduate engineering students (297) and nine instructors were administered the Myers-Briggs Type Indicator, which is a personality classifier based on self-reporting. In addition, students responded to the Student Instructional Rating Report (SIRR) which provides a composite profile of five categories: (1) Instructor Involvement; (2) Student Interest; (3) Student-Instructor Interaction; (4) Course Demands; and (5) Course Organization. Various analyses of the data were described. They revealed no significant differences in student instructional ratings among student types. There were, however, significant differences in student ratings among faculty types for three of the SIRR categories: (1) Instructor Involvement; (2) Student Interest; and (3) Student-Instructor Interaction. The paper concludes by emphasizing the potential influence of personal behavior variables among instructors in determining student reaction to classroom instruction. Implications are discussed.

13. Borland, David T. "A Comparative Study of Instructor Ratings by Students Admitted to a Disadvantaged Student Program." Journal of Negro Education, Vol. 42, No. 2, Spring 1973, pages 187-190.

Twenty-one culturally disadvantaged students were enrolled in a special summer course at a large midwestern university to help them adjust to campus life. Eleven subjects (nine blacks) did not meet regular admission standards and 10 subjects (two blacks) did. Subjects completed three instruments: a general course evaluation, a set of adjective scale ratings, and Astin's environmental measure. Results were analyzed by Chi Square, t and rank order correlation. It was found that specially admitted subjects viewed the instructor as being more stringent in the grading process than did other subjects; however, no statistically significant differences were found between the two groups.

14. Braunstein, Daniel N. and Others. "Feedback Expectancy and Shifts in Student Ratings of College Faculty." Journal of Applied Psychology, Vol. 58, No. 2, October 1973, pages 254-258.

The effects of college student evaluations on faculty performance were studied. Ten professors in a feedback condition received the results of student evaluations (from 15 classes) collected midway through the semester, whereas nine professors in the control condition had all feedback withheld (12 classes). Results indicate significantly greater increments in performance between midterm evaluations and evaluations collected at the end of the term in the feedback condition. Implications of these results for utilization of student evaluations are discussed.

15. Braunstein, Daniel N. and Benston, George J. "Student and Department Chairmen Views of the Performance of University Professors." Journal of Applied Psychology, Vol. 58, No. 2, October 1973, pages 244-249.

This article compared evaluations of students for 713 university courses taught over four semesters by 347 professors with rankings made by department chairmen of their faculty. The faculty were ranked by professional visibility, current research, teaching impact, communication ability, and departmental contributions. Of 27 rhos computed for visibility and student evaluations of teaching, 16 were negative. A substantial number of relationships for research were near zero. Relationships for teaching and communications were moderately positive. One-year stability coefficients of rankings by chairmen were high for a single chairman but considerably lower when a change of chairman took place. In a chairman's view, research and visibility are highly related, but effective teaching is only moderately related to these performance criteria.

16. Bresler, Jack B. Teaching Effectiveness and Government Awards. Medford, Massachusetts: Tufts University, 1968. 4 pages. ED 029 554. Document available from the American Association for the Advancement of Science, 1515 Massachusetts Avenue N. W., Washington, D. C. 20005 ($1.00).

Because many recent articles on higher education have depicted the faculty member who publishes and works to obtain government support for his research as a poor instructor, it was decided to investigate the relationships between publication, success in obtaining government awards, and teaching effectiveness. Three groups of data were used. One was a survey made at Tufts University in 1965-66 of the teaching performances of 130 faculty members in the Colleges of Liberal Arts (which includes sciences, social sciences, arts and humanities) and Engineering during the conduct of 155 courses. Emphasis was placed on teacher performances in courses usually attended by students in their first two undergraduate years. Evaluated courses conducted by full-time faculty with the ranks of instructor through professor were selected for further consideration. The second source was the file of records of current and past government awards made to members of the Tufts faculty; and the third data source was a yearly publication listing the activities of each faculty member under the categories "Publication" and "Professional Activities." The findings indicated that faculty members who sought and received government funds and who published also functioned exceptionally well as teachers, in the opinion of their students. According to the Tufts data, faculty members who published and acquired funds for research were better teachers than those who did not.

17. Brown, Betty Jean. The Qualities of an Effective Pre-Vocational Business Education Teacher. June 1971. 33 pages. ED 065 696.

The primary purpose of this study was to determine the relationship between students' and supervisors' evaluations of the effectiveness of general business teachers. A secondary purpose

was to identify qualities of effective general business teachers through the use of a performance specimen checklist and a rating scale. The population of the study consisted of 30 general business teachers in selected East Tennessee high schools, their immediate supervisors, and their general business students. Among the findings were: (1) there was no significant relationship between years of teaching experience and teaching effectiveness in general business as evaluated by students; (2) there was a significant relationship between number of years of teaching experience and scores assigned by immediate supervisors of general business teachers; (3) there was no significant relationship between years of outside work experience and teaching effectiveness; (4) there was a significant relationship between student evaluations and immediate supervisor evaluations of teaching effectiveness; and (5) there are distinguishing characteristics that differentiate between effective and ineffective teachers.

18. Bryan, Roy C. Reactions to Teachers by Students, Parents, and Administrators. Kalamazoo, Michigan: Western Michigan University, 1963. 60 pages. ED 002 785.

The effects of student reactions to teachers on parents' and administrators' judgment of teachers and on overall teacher effectiveness were studied. In addition, the relationship between student achievement and teacher ratings by administrators and students was examined with respect to high school chemistry classes. An abundance of data was obtained from questionnaires completed by approximately 1,000 administrators, parents, teachers, and students. The following conclusions were based on the data as it was presented: (1) the image of a teacher held by students usually had much in common with the image held by administrators and parents; (2) the opinions one student group held of a certain teacher were usually very similar to those held by peer groups, and individual teacher images tended to persist in succeeding years; and (3) no significant correlation was found between teacher ratings by students or administrators and student gains as far as subject matter learned (sample chemistry classes were used for this study), but a high correlation was found between teacher prestige with students and the development of interest in and liking for the subject of chemistry. It was recommended that student-reaction reports should receive wider usage in future high school activities.

19. Bultman, James E. "Concerted Effort Can Change the Teacher Image." Journal of Experimental Education, Vol. 40, No. 4, Summer 1972, pages 43-45. EJ 059 790.

Five experimental groups, representing 15 teachers and 370 students, were formed in an attempt to determine if teachers could modify student perceptions of their teaching performances by employing multiple educational methodologies in their teaching. The treatment period was for eight weeks. An adapted form of Bryan's Student Opinion Questionnaire was the criterion measure

for obtaining the pre- and posttest data. Results of the analysis indicated that the experimental treatments seemed to be ineffective in significantly modifying students' overall perceptions of their teachers' performances. Three of the experimental groups, however, appeared to be significantly effective in modifying students' perceptions of their teachers' "variety in teaching."

20. Caffrey, Bernard. "Lack of Bias in Student Evaluations of Teachers." Proceedings of the 77th Annual Convention of the American Psychological Association, 1969, 4 (Pt. 2), pages 641-642.

Student evaluation of teacher performance has been questioned as subject to bias by sex, course grades, overall grade-point ratio (GPR), and personal qualities of the teacher. One hundred thirty-nine college students completed a form designed to measure dimensions of teacher performance. A factor analysis of the form showed that student evaluations of desirable teacher characteristics were free from bias. Five stable factors resulted from the analysis: teaching ability, feedback to students, negative attitudes, student overload, and structure. Personal qualities of the teacher, sex of the student, grades in the class, and overall GPR did not influence student assessments of teacher performance.

21. Centra, John A. "Do Student Ratings of Teachers Improve Instruction?" Change, Vol. 5, No. 3, April 1973, pages 12-13. EJ 074 521.

The major finding of this study was that student feedback, along with some rather minimal comparative information for instructors, did produce some changes in instruction (as measured by a second set of ratings). In view of the ease with which student ratings can be employed for instructor self-improvement, they appear generally to have sufficient impact to warrant their continued use as one method of improving college teaching.

22. Centra, John A. "Effectiveness of Student Feedback in Modifying College Instruction." Journal of Educational Psychology, Vol. 65, No. 3, December 1973, pages 395-401. EJ 090 345.

An experimental study was conducted at five colleges to investigate the extent to which college teachers modify their instructional practices after receiving student feedback. Variables included teaching experience, sex, and self-ratings of the instructor, as well as course subject area. On the basis of equilibrium theory, a major hypothesis of this study was that student ratings would produce changes in teachers who had rated themselves more favorably than their students had rated them. Results of a regression analysis generally supported this hypothesis. A second conclusion of the study was that additional time, more than half a semester, along with comparative data to help the individual teacher interpret his feedback, also helped produce modest changes in teachers' instructional practices.

23. Centra, John A. Evaluating College Teaching: The Rhetoric and the Research. Princeton, New Jersey: Educational Testing Service, 1972. 12 pages. ED 065 509.

Methods and reasons for evaluating teaching are discussed, and an experimental study of the effectiveness of students' ratings of teachers is described. The two main reasons for evaluating teaching as given in this paper are (1) to help make decisions about whom to promote, and (2) to improve instruction. Five diverse colleges participated in the experimental study. A total of 470 faculty members were randomly assigned within each institution to one of three groups--feedback within a week (treatment group); no feedback, with a summary of results given at the end of the semester (control group); and post-test, which used a rating form only at the end of the semester to determine whether simply using the form caused teachers to change, even without feedback. A 23-item form eliciting instructional procedures or behavior that an instructor could presumably change was used in the study. Results showed that instructors who received student feedback did not noticeably modify their teaching practices. A second purpose of the study was to determine to what extent instructors describe or rate their teaching differently from the students' ratings. Items from the student form were reworded slightly for instructor responses. It was found that there was a significant difference between instructor and student responses to most items, with instructors rating their teaching in more positive terms. The use of student pre- and post-test scores as a means of evaluating the effectiveness of teaching are seen as beneficial to the teacher, but their use as the sole criterion for determining teaching effectiveness is not advocated. Suggestions are made as to other evaluation techniques.

24. Centra, John A. Self-Ratings of College Teachers: A Comparison with Student Ratings. Princeton, New Jersey: Educational Testing Service, 1972. 22 pages. ED 069 701.

College teachers' self-ratings were investigated in this study by comparing them with ratings given by students. The sample consisted of 343 teaching faculty from five colleges; these teachers, as well as the students in one of their classes, responded to a 21-item instructional report questionnaire. Correlating teacher responses to each item with the mean class responses (across the 343 classes) disclosed a modest relationship between the two sets of evaluations: a median correlation of .21 for the items. In addition to the general lack of agreement between self- and student evaluations, there was also a tendency for teachers as a group to give themselves better ratings than their students did. Comparisons between student and faculty responses were also made across items, and a rank correlation of .77 indicated a good deal of similarity in the way the two groups rank-ordered the items. Discrepancies between individual teacher ratings and ratings given by the class were further analyzed for (a) sex of the teacher (no difference

found), (b) number of years of teaching experience (no difference), and (c) subject area of the course (differences noted for natural science courses vs. those in education and applied areas). Among other conclusions, the results of this study would argue for the collection of student ratings to supplement self ratings.

25. Centra, John A. Student Points of View in Ratings of College Instruction. Princeton, New Jersey: Educational Testing Service, 1973. 19 pages. ED 089 581.

This study investigated student points of view in their ratings of specific courses and instructors by separately analyzing student responses within each of three classes, and then sought to generalize the results by using additional analyses, with 300 students randomly selected from 402 classes in five colleges. Different points of view were found for student ratings of course examinations, textbooks and supplementary readings, and class discussions. These various points of view were moderately related to such student characteristics as grades and sex, although not in all three of the classes studied. This last point underscores the importance of the context (the particular course) in understanding or interpreting the meaning of student ratings.

26. Centra, John A. "The Relationship Between Student and Alumni Ratings of Teachers." Educational and Psychological Measurement, Vol. 34, No. 2, Summer 1974, pages 321-325. EJ 103 316.

Student and alumni ratings for 23 teachers were found to correlate .75 (somewhat less for teachers rated only by graduates of their department). This substantial agreement between current students and alumni (of five years) regarding which teachers have been effective or ineffective suggests a good deal of persistence in judgments of teachers by students.

27. Centra, John A. The Student as Godfather? The Impact of Student Ratings on Academia. Princeton, New Jersey: Educational Testing Service, 1973. 19 pages. ED 079 338.

The impact or possible impact of college student ratings on the individual instructor, on teaching generally, on students, on administrators, and on the college is discussed. A study of over 400 faculty members in which half were assigned to an experimental group and half were controls, showed that as a result of student ratings on an instructor's practices, changes in instruction occurred after only half a semester for instructors who were "unrealistic" in how they viewed their teaching, and a wider variety of instructors changed if given more than half a semester and if they were given minimal information to help them interpret their scores. Some adverse effects of student ratings are that they do not allow for individual styles of teaching and they encourage traditional modes of teaching. Flexibility in the employment of student ratings is extremely critical. Student

ratings influence college administrators in that these evaluations make the administrator's job easier and more effective. Student evaluations may be contributing to the current interest in administrator evaluations by faculty members. Where student ratings have been incorporated into faculty evaluation procedures, the impact on students is likely to be positive. Probably the major impact of student ratings on students is provided by published course and teacher critiques. A worthwhile use of student ratings is that of providing departments with information about the effectiveness of their offerings as seen by students. Focusing on weaknesses highlighted by student evaluations could be applied at the college level.

28. Coats, William D. Student Descriptions of Teachers--A Factor Analytic Study. Kalamazoo, Michigan: Western Michigan University, 1970. 15 pages. ED 041 302.

As a result of behavioral science research cited in the introduction, the author concludes that (1) two basic factors, labeled teacher-centered and student-centered, account for much of the variance in student perceptions of teachers; and (2) a single evaluative dimension may be an almost overwhelming factor in influencing responses to rating scales. This study attempts to determine the number and nature of factors that account for students' perceptions of teacher effectiveness. The Teacher Image Questionnaire used by Western Michigan University's Educator Feedback Center was sent to 1,427 teachers representing all academic fields in grades 7-12 from a five-state midwestern area. This procedure yielded 42,810 student responses which were factor analyzed. A single factor, labeled teacher charisma, was found to account for 61.5 percent of the variance in test items. Five other factors accounted for the balance. It was concluded that teacher charisma is probably a function of teacher effectiveness, but that student ratings would best be used as only one part of a total evaluation package which measured additional variables. The limitations, strengths, and meaning of student reactions to teachers are discussed. A brief description of the work of the Educator Feedback Center is included.

29. Cook, J. Marvin and Neville, Richard F. The Faculty as Teachers: A Perspective on Evaluation. Washington, D. C.: ERIC Clearinghouse on Higher Education, 1971. 17 pages. ED 054 392.

This paper examines the problem of measuring and evaluating teacher performance. Evaluation methods currently in use are reviewed, including the use of student questionnaires and a recommendation for a more accurate measurement of teacher effectiveness is made. The authors specifically consider the relative merits of measurement based on student performance (direct measurement) and measurement based on teaching activities (indirect measurement) as they relate to the evaluation of faculty. This paper is based on a study performed by J. Marvin Cook for the Faculty Senate, University of Maryland, Baltimore County.

30. Cornwell, C. D. "Statistical Treatment of Data from Student Teaching Evaluation Questionnaires." Journal of Chemical Education, Vol. 51, No. 3, March 1974, pages 155-160. EJ 095 264.

The author summarizes results of two questionnaire studies on student evaluation of courses and instruction, respectively, conducted in the Chemistry Department at the University of Wisconsin-Madison and by the committee on Undergraduate Teaching of the Division of Chemical Education, The American Chemical Society. Included are two samples of the questionnaires used.

31. Costin, Frank and Others. "Student Ratings of College Teaching: Reliability, Validity, and Usefulness." Review of Educational Research, Vol. 41, No. 5, December 1971, pages 511-535. EJ 048 734.

This article reviews extensive and critically empirical findings concerned with the reliability, validity, and usefulness of student ratings. It includes the results of a survey carried out by the authors in which students at the University of Illinois were asked to express their opinions about the use of student rating forms in assessing classroom instruction.

32. Crittenden, Kathleen S. and Norr, James L. "Student Values and Teacher Evaluation: A Problem in Person Perception." Sociometry, Vol. 36, No. 2, June 1973, pages 143-151.

In an effort to assess the effect of student values on the evaluation process, this article considers the student evaluation of teaching as a special case of person perception. The model proposed is that a student's overall evaluation of an instructor is an additive combination of evaluations of individual aspects of teaching behavior weighted by the student's estimation of the relative importance of these aspects to good teaching. Two hypotheses derived from the model were examined using teacher evaluation data from 1,718 university students in 52 natural college classroom settings. Results strengthen support for processes of impression formation posited in experimental studies of person perception, and highlight the importance of assessing student expectations and values as part of the teacher evaluation process.

33. Cronen, Vernon E. and Price, William K. "Class Year, Dimensions of Student Judgment, and the Use of Course Evaluation Instruments." Speech Teacher, Vol. 23, No. 1, January 1974, pages 34-39. EJ 094 524.

This article presents a study of college students' judgments of courses and teachers, with a factor analysis by class year.

34. Dansereau, Raymond A. "Some Myths on Student Evaluation of Faculty." Improving College and University Teaching, Vol. 21, No. 1, Winter 1973, pages 45-50. EJ 077 782.

This essay seeks to identify and demolish some myths regarding students' ability to rate faculty, to show that use of student ratings

will improve the educational process, to point out some limitations of students' ability to rate faculty, to raise some questions, and to make some suggestions. While many of the statements made have not been verified by scientific experiment, the writer is convinced that they have general validity, at least on an observational level.

35. Davidson, Dewitt C. "Perception of Instructor in Relation to Self and Evaluation of Instructor's Performance." Perceptual and Motor Skills, Vol. 36, No. 2, April 1973, pages 533-534.

Sixty-eight college juniors rated themselves and their instructor on the 49 trait adjectives in the Index of Adjustment and Values. Subjects then rated the instructor's teaching performance on the Teaching Effectiveness Scale. The correspondence between the average rating given self and the average given the instructor across the 49 adjectives was taken as an index of assumed similarity of subject to instructor. The 34 subjects who perceived the instructor as being most superior to themselves on the trait adjectives rated his teaching performance higher than the 34 who perceived him as being more similar to themselves. Findings suggest a halo effect in student ratings of instructor performance.

36. de Wolf, Virginia A. Student Ratings of Instruction in Postsecondary Institutions: A Comprehensive Annotated Bibliography of Research Reported Since 1968. Volume I. Educational Assessment Center Project 264. Seattle, Washington: Washington University, Bureau of Testing, 1974. 86 pages. ED 093 248.

This 220-item bibliography is the first in a series of reports summarizing research on the evaluation of instruction by students in postsecondary institutions. Articles published since January 1968 and collected by this author before May 1974 furnish the contents. Only research on student ratings of instruction in a postsecondary setting and correlates of such student ratings are included--no pure theory or discussions of possible models for the student ratings of instruction nor research on just administrator or faculty ratings of instruction are included. And only research resulting from actual instructional situations is deemed acceptable--results from experimental research settings are not. No quality judgments are made on any of these research findings. The various appendixes with their specific topic headings include: research related to the development, construction, and validation of the student rating forms; institutions rated in the articles; specific rating forms employed in the research; student ratings of institutions correlated with faculty characteristics and attributes; student ratings of instruction related to similarities between professor/course and student; ideal ratings of instruction and relationships between real and ideal; documentation of changes provoked by the use of student ratings of instruction; and student ratings of instruction correlated with certain characteristics of the course itself.

37. Diamond, Stanley C. "Evaluation: The Dialogue of Learning." Education, Vol. 94, No. 3, February 1974, pages 237-241.

This study suggests that a school can help its students become aware of their potential, strengths, and weaknesses through a comprehensive, ongoing student-teacher evaluation dialogue. The narrative should detail what the student has and has not achieved. There must also be opportunities for feedback from students and parents, including evaluations of teachers and programs.

38. Diener, Thomas J. "Can the Student Voice Help Improve Teaching?" Improving College and University Teaching, Vol. 21, No. 1, Winter 1973, pages 35-37. EJ 078 681.

This article is about student evaluation of college teaching. It presents a judgment: Students should express their opinions about teaching openly, candidly, and systematically. It proposes topics to which students should address themselves. In the development of any plan for student evaluation of college teaching, four clusters of significant issues form a structure within which one can then proceed to raise specific questions and employ devices, such as evaluation questionnaires, germane to a particular institution. The four clusters are considered separately: the college teacher, the teacher and the discipline, the teacher and the course, and the teacher and the student.

39. Dillman, Terry. "When College Students Grade the Faculty." Today's Education, Vol. 59, No. 2, February 1970, pages 62-71. EJ 015 749.

At the end of each semester in 1968-1969, students at the University of Illinois graded their instructors and courses by answering objective questions on computerized forms, and on the reverse side responded to subjective questions. The results were published in "The Advisor" to give students an opportunity to gain broader knowledge of course outlines, methods, and objectives; to afford the faculty an opportunity to review their teaching effectiveness; and to enable the administration within each college to gain insight into the overall effectiveness of the courses it offers.

40. Elliott, C. K. "Longitudinal Use of a Student-Constructed Teacher Evaluation Form." British Journal of Educational Psychology, Vol. 39, No. 3, 1969, pages 309-313.

A simple teacher evaluation form was developed from variables used by students when considering teachers. Results indicated consensus among students about teacher strengths and weaknesses. Similar profiles emerged over each of three years, but median ratings indicated an overall improvement in performance. Profiles were shown to discriminate between different lecturers.

41. Elmore, Patricia B. and La Pointe, Karen A. "Effects of Teacher Sex and Student Sex on the Evaluation of College Instructors." Journal of Educational Psychology, Vol. 66, No. 3, June 1974, pages 386-389.

An Instructional Improvement Questionnaire that contained a five-category scale was administered to 1,259 undergraduates to evaluate different aspects of an instructor's performance. Data from a two-factor analysis of variance revealed no significant Faculty-Sex, Student-Sex interaction. Generally, there were no differences between the mean ratings given male and female faculty by male and female students. However, male instructors did receive higher ratings on "spoke understandably," while female instructors received higher ratings on "promptly returned homework and tests." In addition, female students rated instructors higher on "specified objectives of the course."

42. Feather, N. T. "Course Evaluation and Examination Performance in Psychology." Australian Psychologist, Vol. 6, No. 2, July 1971, pages 118-129.

This article attempts to clarify issues from a previous course evaluation study by providing specific feedback from students. In addition to the two items on teaching effectiveness and value of the course from the earlier study, four new items were included concerning achieving instructor objectives and interest, complexity, and organization of course material. Two groups of subjects, male and female students at an Australian University, were requested to complete the evaluation questionnaire. One group was in the introductory psychology course; the second was enrolled in the second-year course. Examination results for the first-year students were available and were studied along with questionnaire responses. A consistent pattern of results was found for both groups. Three predictor variables were positively correlated with one another. Instructors high on one variable tended to be high on others. Other findings are described. No significant relationships were found between teaching effectiveness and examination performance, as was the case in the earlier study.

43. Feather, N. T. "Dimensions of Teaching Effectiveness and Course Evaluation Based Upon Judgments of Psychology Students." Australian Psychologist, Vol. 7, No. 3, November 1972, pages 180-189.

The University of Washington Survey of Student Opinion of Teaching was administered to first-, second-, and third-year students at Flinders University. Several hundred students and 17 instructors participated. Three factors emerged in three separate analyses for each class: Instructional Competence, Interest, and Instructor Attitude. Specific items of the 22 used, included under the three main factors, are identified.

44. Feather, N. T. "Teaching Effectiveness and Examination Performance in Introductory Psychology." Australian Psychologist, Vol. 5, No. 1, March 1970, pages 36-48.

A questionnaire to provide information about teaching effectiveness and about the course was administered to 162 students in introductory psychology before the final examination. The results were interpreted to show a trend toward subjects' regarding an instructor more highly as he emphasized general concepts and principles. The questionnaire was evaluated as useful in predicting instructors' effectiveness. Also, there was some support for the hypothesis that positive evaluations of an instructor's teaching effectiveness were associated with better performance on his examination questions. The general problem of using student responses to evaluate teaching effectiveness and course content is discussed.

45. Feldhusen, John F. and Starks, David D. "Bias in College Students' Ratings of Instructors." College Student Survey, Vol. 4, No. 1, Spring 1970, pages 6-9.

Study results indicate that significant, though low, correlations exist between student attitudes toward courses and their ratings of instructors. It seems reasonable to assume ratings of a course and teacher are chiefly a function of teacher incompetence as perceived by the student.

46. Finkbeiner, Carl T. and Others. "Course and Instructor Evaluation: Some Dimensions of a Questionnaire." Journal of Educational Psychology, Vol. 64, No. 2, April 1973, pages 159-163.

A course and instructor evaluation questionnaire was administered to 1,616 subjects at the academic centers and to 6,352 subjects at the main campus of a state university. Data were factor analyzed and yielded five rotated factors in each group, accounting for approximately 50 percent of the total variance. The factor matrices for the two groups were significantly congruent. The five factors were interpreted as General Course Attitude, Attitude toward Examinations, Attitude toward Method, Instructor-Student Rapport, and Attitude toward Work Load. A multi-factor model of course attitudes is supported.

47. Follman, John and Others. "College Students' Ratings of Trait Names, Definitions, Descriptions, and Combinations." Psychology, Vol. 11, No. 1, February 1974, pages 11-12.

The authors studied the effects of different amounts of information on undergraduates' ratings of teaching effectiveness. It is concluded that the amount of information, as presented in trait names, definitions, descriptions, or a combination of these formats, has little effect on teaching and course effectiveness ratings.

48. Follman, John and Others. "Kinds of Keys of Student Ratings of Faculty Teaching Effectiveness." Research in Higher Education, Vol. 2, No. 2, 1974, pages 173-180. EJ 099 696.

Three substudies of effects of different formats on student ratings of faculty teaching effectiveness were conducted. It was concluded that additional research is necessary to determine if apparent differences in teaching effectiveness are actually differences in teaching effectiveness or differences due to the methods of measurement.

49. Follman, John and Others. "Negative Numbers and Order of Numbers in Student Ratings." Perceptual and Motor Skills, Vol. 38, No. 1, February 1974, page 10.

The authors studied the effects of presenting numbers in three formats--negative order (+2, +1, 0, -1, -2), natural order (1, 2, 3, 4, 5), and reverse order (5, 4, 3, 2, 1)--on level of student ratings of teaching effectiveness in two college classes. The lowest analysis of variance reliability estimate for any of the six groups was .85. Separate analyses of variance indicated no significant differences for formats for either instructor. It is concluded that neither nature nor order of numbers importantly influenced level of student ratings of college instructor effectiveness.

50. Follman, John and Others. "Student Raters' Referents in Rating College Teaching Effectiveness." Journal of Psychology, Vol. 86, No. 2, March 1974, pages 247-249.

The study examined referents used by college students in rating the teaching effectiveness of college professors. In Substudy 1 (n = 145), consisting of two classes, randomly assigned students rated professors against one of the following referents: ideal, best, average, or worst. In Substudy 2 (n = 136), consisting of two classes, randomly assigned students rated their instructors against an average of one of three formats: high school teachers; college and university teachers; or all teachers. High reliability estimates were obtained in all 14 groups. There were no significant differences in level of ratings awarded to the different formats in either Substudy 1 or 2.

51. Fram, Jerry and Others. An Approach to Obtaining Student Evaluation of University Teaching: Part I--A General Discussion. College Park, Maryland: University of Maryland, Department of Physics and Astronomy, 1972. 58 pages. ED 078 810.

This document is a general presentation of the problems involved in obtaining student evaluation of university teaching, and of the types of decisions that must be made by those setting up the evaluation process. The presentation is illustrated by a description of the questionnaires and data processing methods employed in PATS (The Physics and Astronomy Teaching Survey) currently used by the Department of Physics and Astronomy at the University of Maryland.

52. Fram, Jerry and Others. An Approach to Obtaining Student Evaluation of Univeristy Teaching: Part II--A Full Operating Manual. College Park, Maryland: University of Maryland, Department of Physics and Astronomy, 1972. 163 pages. ED 078 753.

This document includes a detailed presentation of the full administration and operation of PATS (The Physics and Astronomy Teaching Survey) currently used by the Department of Physics and Astronomy at the University of Maryland. This report complements Part I, which gave a general presentation of the problems involved in obtaining such evaluation, and of the types of decisions that must be made by those setting up the evaluation process.

53. Freed-Hardeman College. Attitude Change of Freshman College Students Toward Their Role as Raters of Teacher Behavior. Final Report. Henderson, Tennessee, 1970. 29 pages. ED 043 313.

The objectives of this study were (1) to determine if a student's attitude toward his role as a rater of teacher behavior could be changed to become more positive as a result of his orientation to that role; (2) to determine if the choice of the student to continue to rate could be influenced; and (3) to determine if the inter-rate variability could be reduced and a more uniform frame of reference developed. An attitude scale concerning the role of students as raters of teacher behavior was developed and administered to two equal groups, randomly drawn from the fall 1969 freshman class at Freed-Hardeman College. Three group-counseling sessions were held to explain the purpose of rating, importance of student opinions, efforts being made by the faculty to improve instruction, use of the data collected, and possible benefits to students that could occur as a result of their participation as raters. Findings indicated that the orientation did not significantly affect the student's attitude toward his role as a rater, nor his decision to continue as a rater. The control group was predominantly disposed toward rating, and hence there was no significant difference between the two groups on the choice of rating.

54. French-Lazovik, Grace. "Predictability of Students' Evaluations of College Teachers from Component Ratings." Journal of Educational Psychology, Vol. 66, No. 3, June 1974, pages 373-385.

This report indicates that two similarly designed studies conducted 15 years apart (1956-1957 and 1971-1972) at different universities, and which involved over 9,700 students and 277 faculty, gave nearly identical answers to the question of what teaching characteristics carry greatest weight in predicting students' general opinions of their teachers. Items used on student evaluation of teaching scales were treated as predictors of students' overall ratings of teaching effectiveness. Reduced-rank regression analysis revealed high multiple correlations (.97 and .93) for items dealing

with clarity of exposition, arousal of student interest, and stimulation or motivation to intellectual activity. Neatness of appearance, friendliness of manner, sense of humor, the giving of individual attention, and the handling of examinations carried little weight in predicting students' evaluations of effective teaching.

55. Gessner, Peter K. "Evaluation of Instruction." Science, Vol. 180, No. 4086, May 1973, pages 566-570.

This paper examined effectiveness of instruction using 119 sophomore medical students taking a one-semester basic science course. Each of the department's 10 faculty members taught one or more of the 23 subject areas covered. Student grades on three departmental examinations, grades on a national examination, and ratings of class content, organization, and presentation were analyzed. Significant correlations were found between class performance on the national examination and ratings of course instruction and between individual departmental and national examination scores. However, correlations between class performance on departmental and national examinations and between class departmental examination scores and student ratings were low. Findings indicate that student ratings and class scores on national normative examinations provided valid measures of instruction effectiveness.

56. Good, Katherine C. and Good, Lawrence R. "Assumed Attitude Similarity and Instructor Evaluation." Journal of Social Psychology, Vol. 91, No. 2, December 1973, pages 285-290.

The article investigated the relationships of assumed and actual student-instructor attitudinal similarity to instructor and course evaluations. Subjects were 409 undergraduates and 14 instructors in 21 divisions of an Educational Psychology course. The hypothesized positive correlation between assumed similarity and attraction to the instructor was confirmed. Several other instructor and course evaluation variables (e.g., intelligence, liking, and open-mindedness) also evidenced moderately positive correlations with assumed similarity, whereas there appeared to be little evidence of any relationship between actual similarity and these evaluation variables.

57. Good, Katherine C. and Good, Lawrence R. "Attitude Similarity and Attraction to an Instructor." Psychological Reports, Vol. 33, No. 1, August 1973, pages 335-337.

This tests the hypothesis that a college instructor who is attitudinally similar to oneself will be evaluated more positively than an attitudinally dissimilar one for open-mindedness, promoting feelings of ease, being stimulating and interesting, overall teaching competence, personal attractiveness, and desirability as an instructor. Eighty-two undergraduates filled out a 14-item Survey of Attitudes, and, during a later class session, received an attitude survey representing the attitudes and opinions of a

hypothetical college instructor who showed either 14 percent or 86 percent agreement with the subjects' own views. Subjects then filled out an instructor evaluation scale for their evaluations of the stimulus person. The hypothesized effect of attitude similarity was confirmed for all of the evaluation variables.

58. Grant, Claude W. "Faculty Allocation of Effort and Student Course Evaluation." Journal of Educational Research, Vol. 64. No. 9, May-June 1971, pages 405-410. EJ 041 317.

Two types of data were obtained on teaching faculty at the University of Utah: student evaluations of courses and faculty allocations of time distributed among academic activities. The data were subjected to treatment by analysis of variance procedures. It was found that faculty rank was not related to student evaluations of courses on any of the five course-evaluation scales, and in general, there was little relationship between faculty allocations of time and student evaluations of courses. It was noted, however, that students in courses with large enrollments considered faculty more "prepared" than students in courses with smaller enrollments. There was some evidence that as faculty time allocated to research and writing increased, student ratings of courses decreased.

59. Granzin, Kent L. and Painter, John J. "A New Explanation for Students' Course Evaluation Tendencies." American Educational Research Journal, Vol. 10, No. 2, Spring 1973, pages 115-124.

Significant correlations were discovered between course ratings and variables representing commitment and course-end attitudes toward the course. Relationships of lesser significance for attitude change measures were found, while demographics provided generally nonsignificant correlations. Stepwise regression equations, developed for their power to predict course ratings, relied most heavily on course-end attitude variables. Factor analysis of the variable set revealed six factors underlying the course evaluation structure studied, and this analysis guided formulation of new regression equations having reduced predictive power but greater independence among included predictor variables. Conclusions focus on the study's contributions to understanding the course evaluation process and suggest steps an instructor might take to improve his ratings.

60. Greenwood, Gordon E. and Others. "Student Evaluation of College Teaching Behaviors Instrument: A Factor Analysis." Journal of Higher Education, Vol. 44, No. 8, November 1973, pages 596-604. EJ 086 357.

Students, faculty, and administration at a large southeastern state university were asked to describe six characteristics of the best college instructor ever known and do the same for the worst college instructor ever known. The 134 statements obtained yielded

a set of 85 items. The items were submitted to all teaching faculty and a student sample and were rated on a seven-point scale ranging from -3 to +3. Items obtaining a standard deviation greater than 1.24 were eliminated. Also eliminated were items whose means were not within one standard deviation from 0. For each of the remaining 60 items, discriminant analysis was used to assess differences between students and faculty. Varimax rotation factor analysis yielded seven factors for students and also seven factors for faculty but eight for the combined group. On 25 of the 60 items students differed from faculty. These items were distributed over seven of the eight factors. Openness was the one factor for which student responses were similar to faculty responses. Data suggest there is considerable agreement between faculty and students as to what constitutes good teaching.

61. Gromisch, Donald S. and Others. "A Comparison of Student and Departmental Chairmen Evaluations of Teaching Performance." Journal of Medical Education, Vol. 47, No. 4, April 1972, pages 281-234. EJ 057 435.

The finding that students and chairmen do not rate faculty members similarly indicates the need to define evaluation criteria better and to devise more precise methods by which to measure them.

62. Hanks, J. E. and Others. "Researching the Effective College Teacher: A Perceptual Approach." Journal of the Student Personnel Association for Teacher Education, Vol. 9, No. 2, 1970, pages 51-56.

Using four instruments--perception of teacher conceptual systems, perception of level of learning, classroom teaching, and overall rating scale--2,114 college students rated their 74 teachers. The teachers rated themselves on the This I Believe test and on levels of learning. The 20 predictor variables provided moderately efficient prediction of college teacher effectiveness for all 13 criteria. Teachers in the research and statistics, education, and psychology areas were generally rated higher on all 13 criteria than were teachers in the administration and business areas.

63. Harari, Oren and Zedeck, Sheldon. "Development of Behaviorally Anchored Scales for the Evaluation of Faculty Teaching." Journal of Applied Psychology, Vol. 58, No. 2, October 1973, pages 261-265.

This article presented a procedure and rationale for evaluating college teaching using behaviorally anchored rating scales. In Stage 1 (n = 38 undergraduates), nine independent dimensions important for teaching evaluation and representative behavioral incidents were identified. In Stage 2 (n = 54 undergraduates), incidents were allocated to dimensions. In Stage 3 (n = 139 undergraduates),

incidents were evaluated on a scale representing effective teaching. Items with low standard deviations were retained for the final scales. The underlying notions of the resulting scales and the advantages of using the behavioral expectation procedure relative to other procedures are discussed.

64. Hasse, Richard F. and Miller, C. Dean. Student Evaluation of Teachers' Competence and Effectiveness. A paper presented at the American Personnel and Guidance Association Convention, Dallas, Texas, March 1967. 15 pages. ED 012 708.

Two points of view on what makes an effective teacher are evaluated. That knowledge of one's subject is enough to make an effective teacher was questioned by Neidt's Study of Changes in Attitudes During Learning. Continuous interaction between the learner's attitudes and achievements (progressive disenchantment became more pronounced as learning progressed) were evident. The quasimystical view of teaching as an "[illegible]" was put in doubt by the work of Allen (and others) in Micro[illegible]ng, which used student ratings of teachers. Results showed that teachers trained with access to student appraisal improved more significantly than those without, and that student ratings were the most stable and reliable measure (more reliable than ratings of supervisors). Clerical work in soliciting student evaluations could be diminished by the use of data-processable forms (examples included) by professors and teachers. Gathering this information over a period of years would yield valuable normative data. Related problems include (1) the teacher as sole authority on selection and presentation of information and evaluation of his own effectiveness, (2) denial of opportunities for students to assume more responsibility for educational growth and the evaluation and learning, (3) student failure to provide teacher stimulation, and (4) different student and teacher conceptions of courses.

65. Heinz, Ed. Student Opinion Survey, Grossmont College. El Cajon, California: Grossmont College, 1967. 45 pages. ED 017 233. Document also available from Student California Teachers Association, Grossmont College, El Cajon, California 92020 ($0.25).

In cooperation with the college's student association and faculty, the Grossmont College chapter of the Student California Teachers Association surveyed student opinion of faculty effectiveness. The survey did not include the departments of physical education and counseling and the evening program. Instructors were rated in eight areas: (1) availability of the instructor for individual conferences, (2) awareness that many students may not be majoring in the field, (3) contribution to students' acquisition of knowledge of course material, (4) stimulation of individual analysis and creativity, (5) course organization, (6) clarity and conciseness of presentation, (7) examination design and content,

and (8) grading. Students' comments were invited. Ratings on each question were compiled and presented in tabular form for each course taught by each instructor, and typical comments were added. A 14-point statement on improvement of faculty relations was then prepared.

66. Hicks, Robert A. "The Relationship Between Publishing and Teaching Effectiveness." California Journal of Educational Research, Vol. 25, No. 3, May 1974, pages 143-146.

Critical analysis of studies of the relationship between research productivity and student ratings of teacher effectiveness shows that they contain, for the most part, methodological difficulties which made any conclusions unwise. The present research attempted to establish the presence of a relationship between publishing and teacher effectiveness in as powerful a manner as possible. The mean student rating of the effectiveness of 147 professors who had published was significantly higher than the mean rating of 312 professors who had not published. While these data demonstrate the existence of a positive relationship between publishing and teaching effectiveness, the relationship is thought to be slight and of little real value.

67. Hillery, Joseph M. and Yukl, Gary A. Convergent and Discriminant Validation of Student Ratings of College Instructors. Akron, Ohio: Akron University, 1971. 13 pages. ED 052 737.

This paper reports the results of a validation study of data obtained from a teacher rating survey conducted by the University of Akron Student Council during the fall of 1969. The rating questionnaire consisted of 14 items. Two items measured the student's overall evaluation of his instructor; five items measured specific performance dimensions such as stimulation, communication, consideration, evaluation, and workload, and each of these dimensions was measured by two methods: (1) asking the student to compare his instructor with others he had known, and (2) requiring the student to make an absolute evaluation of the instructor on a graphic rating scale. The last two items obtained information on the student's class standing and his cumulative GPA. Information was also obtained on the size of each class, the average grade given in each course, and the instructor's rank. The data analysis consisted of the multi-trait, multi-method approach to convergent and discriminant validation first proposed by Campbell and Fiske in 1959. The results indicated that the performance dimensions showed fairly high reliability and convergent validity. However, the discriminant validity was not high enough to conclude that independent dimensions of instructor performance were being accurately measured.

68. Hogan, Thomas P. "Similarity of Student Ratings Across Instructors, Courses, and Time." Research in Higher Education, Vol. 1, No. 2, 1973, pages 145-154. EJ 081 167.

This article discusses three questions: (1) How stable are student ratings of the same instructor giving the same course during two different semesters? (2) How similar are student ratings of the same instructor in two different courses? and (3) How similar are student ratings of a given course being taught by different instructors?

69. Holmes, David S. "Effects of Grades and Disconfirmed Grade Expectancies on Students' Evaluation of Their Instructor." Journal of Educational Psychology, Vol. 63, No. 2, April 1972, pages 130-133. EJ 056 647.

It was concluded that although differences in actual grades do not affect evaluations, if students' grades disconfirm their expectancies, the students will tend to deprecate the instructor's teaching performance in areas other than his grading system.

70. Holmes, David S. "The Teaching Assessment Blank: A Form for the Student Assessment of College Instructors." Journal of Experimental Education, Vol. 39, No. 3, Spring 1971, pages 34-38. EJ 034 886.

A factor analysis based on evaluations filled out by 1,648 students at the University of Texas revealed four factors which measured the quality of the instructors' presentations, the evaluation process and the student-instructor interactions, the degree to which the students were stimulated and motivated by the instructors, and the clarity of the tests. A further analysis indicated that subscale scores reflecting the factor scores could be developed from the total item pool.

71. Houston, Samuel R. and Gilpin, Joseph W. "Hierarchical Groupings of Students According to Their Policy of Rated Teacher Effectiveness." Journal of the Student Personnel Association for Teacher Education, Vol. 10, No. 2, December 1971, pages 38-53. EJ 049 782.

This study indicates that (a) when predictor variables were used, student judges agreed on their ratings of teacher effectiveness and expressed one policy; (b) student ratings may be a questionable evaluation method, but the eight-item rating instrument could be defended because of its high predictive efficiency; and (c) the instrument's efficiency was due mainly to three variables--ability to communicate subject matter effectively, ability to interest and motivate students, and personal interest and adaptation to student needs.

72. Jackson, Mary L. and Fuller, Frances F. "Influence of Social Class on Students' Evaluations of Their Teachers." Proceedings of the 74th Annual Convention of the American Psychological Association, 1966, pages 269-270.

When pupil observation survey report responses by middle- and lower-class pupils about middle- and lower-class teachers were factor-analyzed, and variance of the nine orthogonal factor scores analyzed, it was found that middle-class pupils rated teachers more pleasant and effective while lower-class pupils rated teachers as liked in more personal terms and as more authoritarian. Lower-class teachers were evaluated as more authoritarian by all pupils, but particularly by students from the lower class. Pupils preferred a teacher of a social class different from their own except in evaluations reflecting effective communication.

73. Jaeger, Richard M. and Freijo, Tom D. "Some Psychometric Questions in the Evaluation of Professors." Journal of Educational Psychology, Vol. 66, No. 3, June 1974, pages 416-423.

This study investigated (a) whether rewording items on a questionnaire for evaluating faculty teaching effectiveness would substantially affect students' ratings; and (b) whether students' ratings of professors' teaching quality would be totally consistent with their ratings of benefits derived from courses. Subjects were 358 undergraduates in 21 classes who were administered two faculty evaluation questionnaires. Results show that subjects' ratings were affected very little by a major rewording of items and that a substantial degree of linear independence existed between subjects' perceptions of the quality of an instructional process and their perceptions of the degree to which they benefited from the instructional process.

74. Jandt, Fred E. "A New Method of Student Evaluation of Teaching." Improving College and University Teaching, Vol. 21, No. 1, Winter 1973, pages 15-16. EJ 077 780.

This paper compares students' evaluations of college courses in general (and by inference their expectations from college courses) with their subsequent evaluations of particular courses. To demonstrate the use of this method of evaluation, two administrations in a continuing research program of evaluation in Bowling Green State University's speech department's introductory discussion course are described.

75. Janeczko, Paul B. and Skapura, Robert. "Swimming With Evaluation." Clearinghouse, Vol. 48, No. 3, November 1973, pages 186-188. EJ 089 045.

The author made a number of suggestions toward making more effective course evaluations and considered the interaction between student and teacher.

76. Kapel, David E. "Assessment of a Conceptually Based Instructor Evaluation Form." Research in Higher Education, Vol. 2, No. 1, 1974, pages 1-24.

An instrument was developed for use by students in evaluating faculty, employing five conceptualized interpretations of scales (factors) culled from other research on faculty evaluation. The five factors were evaluation, presentation, preparation, personality, and intellect. Thirty-five professors from the Division of Curriculum and Instruction, teaching 1,122 students at graduate and undergraduate levels, participated in May, and 75 professors teaching 2,804 students participated in a December study. Each of the five factors was found to be independent, stable across student groups, of high internal consistency and reliability, of a high degree of concurrent validity (faculty evaluating themselves), discriminatory among faculty, and applicable under sundry instructional conditions. The instrument can provide information to instructors for the improvement of teaching and to students concerning individual instructors. As part of a larger evaluation system, the instrument can provide information for career decisions.

77. Kelley, Allen C. "Uses and Abuses of Course Evaluations as Measures of Educational Output." Journal of Economic Education, Vol. 4, No. 1, February 1972, pages 13-18. EJ 067 854.

Data gathered from a course and professor evaluation questionnaire show student evaluations to possess substantial credibility as measures of educational output, whereas teaching assistant performance and student grade expectations do not exert a quantitatively important influence.

78. Kennedy, Robert W. The Relationship of Selected Student Characteristics to Components of Teacher/Course Evaluations Among Freshman English Students at Kent State University. Cleveland, Ohio: Case Western Reserve University, 1972. 31 pages. ED 060 820.

The present study was conducted to determine the relationship between student ratings on the components of a teacher/course evaluation instrument and their scores on selected Omnibus Personality Inventory Subscales, American College Test scores, "expected grade," "actual grade," "expected-actual" grade differential in the course, grade-point average, and the variables of sex and college membership. The research was completed using both standardized and nonstandardized instruments administered to freshmen students enrolled in a required English course during the 1970 fall quarter at Kent State University. The results are reported in a series of 37 tables. Suggestions for further, broader research in the area are made to determine what criteria variables students use to evaluate above-average teachers. This article is based on the author's doctoral dissertation, which appears as entry 79.

79. Kennedy, William R. "The Relationship of Selected Student Characteristics to Components of Teacher/Course Evaluations Among Freshman English Students at Kent State University." Dissertation Abstracts International, Vol. 32, 9-A, March 1972, pages 5038-5039. 197 pages. Available from Xerox University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan. Order No. 72-9270.

This paper investigated the relationship of selected student variables and the evaluative components of a teacher/course evaluation instrument using a sample of 549 freshman students at Kent State University during the 1970 fall quarter. The student variables included Omnibus Personality Inventory subscale scores, ACT scores, fall quarter grade-point average, college membership, expected and actual grade in the course, sex, age, expected versus actual grade differential, and areas of agreement between teachers and students concerning the qualities of the best teacher and best student. For related document, see entry 78.

80. Kenny, James and Others. How Students See Teachers. 1972. 14 pages. ED 077 921.

A study of student-perceived teacher roles was attempted at four different school levels: elementary school, middle school, high school, and college. In each case, students were asked to give three qualities which characterized the "good" teacher and three qualities which characterized the "bad" teacher. Written responses were then postcoded and scored in one of 18 possible categories according to a protocol adapted from studies at Western Michigan University. Results were compared for students in the different schools and for differences between the sexes. Qualities that became increasingly important at the higher school levels were also indicated.

81. Kerlinger, Fred N. "Student Evaluation of Faculty Professors." School and Society, Vol. 99, No. 2335, October 1971, pages 353-356. EJ 044 135.

An analysis is made of student evaluations of professors and their teaching. The central point is that such evaluations are not an integral part of the instructional process and thus alienate professors, causing instructor hostility and resentment, undermining professional autonomy, diminishing professional motivation, and eroding professional responsibility. The article supports responsible evaluation of instruction--that which is initiated and conducted by professors as part of instruction.

82. Kohlan, Richard G. "A Comparison of Faculty Evaluations Early and Late in the Course." Journal of Higher Education, Vol. 44, No. 8, November 1973, pages 587-595.

Two-hundred seventy-one male and female undergraduates in eight arts and sciences, business administration, and education

classes at a midwestern university evaluated instructors with a faculty-developed instrument, the Instructor Evaluation Questionnaire (IEQ), after the second class hour and again during the last week of the semester. Using a Varimax rotation factor analysis, three of the 11 factors accounted for 77 percent of the total variance. Factor loadings were used to create three dependent variables: class structure, instructor rapport, and course benefit, plus a fourth variable which was the sum of the other three. Analyses of variance for each of the four dependent measures were done for the five independent variables of sex, class year, GPA, class size, and IEQ administration time. There were no significant differences with respect to IEQ administration time. However, upperclassmen, females, students with higher GPA's, and students in small classes tended to evaluate more positively. It is suggested that the first few days of class may influence student evaluations at the end of the course.

83. Kolevzon, Michael S. and Wiltse, Kermit T. "Student Ratings and Teacher Effectiveness: A Reappraisal." Journal of Education for Social Work, Vol. 9, No. 2, Spring 1973, pages 24-30. EJ 089 743.

A new conceptualization of the student rating method, incorporating the degree of discrepancy between the students' ratings of the characteristics of their ideal (desired) as well as their real (actual) course instructor, was developed for the purpose of exploring the validity of using student ratings in assessing teacher effectiveness. Movement scores derived from pre- and post-testing of course-related content were used to operationalize teaching effectiveness. The study found that the ideal or desired teacher characteristics reflected in the students' ratings were largely consistent with previous research findings. No significant correlations, however, were found between discrepancy scores and movement scores. Moreover, all correlations were positive. Both findings suggest caution in how student ratings are used.

84. Kossoff, Evelyn. "Evaluating College Professors by 'Scientific' Methods." American Scholar, Vol. 41, No. 1, Winter 1971-72, pages 79-93. EJ 048 746.

Current attempts to evaluate college courses and instructors are essential preliminary steps toward improvement of instruction. However, the author raises some questions concerning the suitability and scientific validity of some of the procedures now being used for the evaluation of college instructors. She suggests that we recognize the scientific method as a human invention initially designed to apply to material, tangible substances of the physical universe, and that it may require revision or variation when applied to human phenomena.

85. Kuhn, Jeanette M. "An Investigation of the Attitudes of College Juniors Toward Video-Taping the Teaching Act." Illinois School Research, Vol. 8, No. 3, Spring 1972, pages 34-38. EJ 058 917.

Videotaping the teaching act may provide a viable alternative for implementing evaluation programs during this age of accountability.

86. Lahat-Mandelbaum, Bat-Sheva and Kipnis, David. "Leader Behavior Dimensions Related to Students' Evaluation of Teaching Effectiveness." Journal of Applied Psychology, Vol. 58, No. 2, October 1973, pages 250-253.

Two-hundred seventy-one undergraduates and one-hundred seven graduate students described the behavior of an instructor through the use of an adaptation of E. A. Fleishman's Supervisory Behavior Description Questionnaire. In addition, subjects evaluated their instructors' ability to teach. It was found that (a) instructor consideration was the main factor related to student evaluations of their instructors; (b) graduate students emphasized consideration less and initiating-structure more than undergraduates; and (c) consideration interacted with initiating structure so that for instructors high in consideration, high initiating structure did not influence the evaluations, but for instructors low in consideration, high-initiating-structure scores were associated with poor evaluations.

87. Larsen, Edwin M. "Students' Criteria for Responses to Teaching Evaluation Questionnaires." Journal of Chemical Education, Vol. 51, No. 3, March 1974, pages 163-165. EJ 095 266.

The article summarizes a survey of students' criteria for favorable and unfavorable responses to teaching evaluation questionnaires involving results from 40 undergraduate and 15 graduate students. The relationship between the student's expectations upon entering a course and his acquired experience upon its completion is indicated.

88. Larson, Richard L. The Evaluation of Teaching College English. New York, New York: Modern Language Association of America, ERIC Clearinghouse on the Teaching of English in Higher Education, 1971. 101 pages. ED 049 268.

This monograph reviews theory and procedures of evaluation as reflected in the professional literature and in correspondence from chairmen of departments of English and the humanities. Introductory comments are followed by chapters on: the evaluation of teaching; teaching and values; student evaluation of faculty and courses; observation of classes; inspection of teaching materials and annotated student papers; assessing the results of instruction; circumstantial evidence; teacher self-evaluation; conclusions and questions; and some recommendations. Appendixes contain: (1) sample forms for student rating of faculty; (2) a form for

peers to use in making an evaluation; (3) a form for faculty self-evaluation; (4) a procedure for handling classroom observation; and (5) part of a department chairman's evaluation form, emphasizing results of instruction. A selected bibliography is included.

89. Lawson, Dene R. Indicators of Teacher Ability to Relate to Students. Paper presented at the annual meeting of the American Educational Research Association, New York, 1971. 26 pages. ED 050 008.

The purpose of this study was to find teacher behaviors that correlate significantly with a criterion measure of teacher ability to relate to students. Videotapes of 50 teacher interns were shown to 100 high school students of three different ethnic backgrounds--white, black and oriental. Teachers were rated on ability to relate to students. Subsequent interaction analysis of the videotapes identified 51 potential teacher behavior correlates. Fifteen of these were found to correlate significantly with teacher ability to relate to students. In general, students tended to rate higher those teachers who 1) lecture in response to student talk, 2) allow students freedom to initiate discussion, and 3) use praise extensively in rewarding students. Students tended to rate less favorably those teachers who 1) permit silence in the classroom to continue for prolonged periods of time, 2) give directions for extended periods of time, 3) prolong an activity, and 4) ask questions for prolonged periods of time. No significant differences were found among mean teacher relatability scores by main effects of race and sex of student raters.

90. Lederman, Marie Jean. "Consumer Evaluation of Teaching." Liberal Education, Vol. 60, No. 2, May 1974, pages 242-248. EJ 099 708.

The author believes that the college faculty member should be able to react positively to student evaluation of teaching.

91. Lee, Calvin B. T., Ed. Improving College Teaching. Washington, D. C.: American Council on Education, 1967. 423 pages.

These are edited essays from the 1966 annual meeting of the American Council on Education concerning the improvement of college teaching. Concerns include: the academic community today, the professor and his roles, training college teachers, views on the future of teaching, learning and teaching processes, innovations in college teaching, evaluation of teaching performance including the current status of student evaluations of classroom performance, and curriculum reform and re-formation.

92. Leonard, Wilbert M. "Student Preferences for What Makes a Good College Teacher." Improving College and University Teaching, Vol. 21, No. 1, Winter 1973, pages 10-13. EJ 077 779.

This research attempts to tackle student preferences in classroom instruction. Three-hundred forty students at Illinois State University were confronted with a series of forced-choice

questions aimed at determining what students prefer in their teacher. Results generally indicated that the "ideal" teacher is one who allows self-direction on the part of the students, revises a course with student evaluations foremost in mind, gives direct answers to questions, subscribes to an optional attendance policy, lectures from supplementary material, allowing time for student participation, strives for personal relationships with his students, is involved primarily in his own field, is student oriented, is admired by his students and is an outstanding teacher who gives somewhat lower than average grades.

93. Levinthal, Charles F. and Others. "Student Evaluations of Teacher Behaviors as Estimations of Real-Ideal Discrepancies: A Critique of Teacher Rating Methods." Journal of Educational Psychology, Vol. 62, No. 2, April 1971, pages 104-109. EJ 039 276.

Ratings imply comparative judgments between the values of the observer and his observations; for example, a student's ratings of his teacher are estimates of the discrepancy between the student's ideals for the teacher's behavior and what he sees the teacher do. Most methods for collecting teacher ratings make assumptions about ideals and about the discrepancies between ideals and observed behavior. To assess the relevance of direct measurement of ideals, 263 undergraduates rated a teacher and reported their ideals for the teacher's behaviors. Judgments of ideal behavior varied across subjects and items. Interactions between ideals and observed responses were noted. New approaches to teacher ratings are recommended.

94. Lewis, Robert W. Jr. A Garland of Ratings, Or, Just Try to Know Thyself. Champaign, Illinois: National Council of Teachers of English, 1964. 4 pages. ED 031 508.

Excerpts from college students' ratings of their English instructor are presented along with some remarks about the usefulness of such ratings. Students' replies were concerned with the instructor's (1) knowledge of and interest in his subject matter, (2) ability to explain subject matter, (3) annoying mannerisms and eccentricities, (4) bias, (5) fairness in correction and grading, (6) honesty, (7) condescension, (8) prospects for recommendation or choice of another course, and (9) contribution to the course.

95. Lumsden, Keith G. "Summary of an Analysis of Student Evaluations of Faculty and Courses." Journal of Economic Education, Vol. 5, No. 1, February 1973, pages 54-56. EJ 090 248.

Results of an analysis of student evaluations of faculty and courses are summarized. The student's opinion of the instructor was found to be the most significant factor influencing evaluation of the course. Other variables considered were materials, discussions, exams, papers, projects, computer exercises, and time spent on courses.

96. Marshall, Max S. "Academic Anomaly." Liberal Education, Vol. 55, No. 2, May 1969, pages 279-282. EJ 006 131.

Students should be free to express themselves, but only when they have genuine occasions to be heard. Keeping faculty evaluations up to date creates a system where students work to please professors and professors work to please students. This situation creates a political combination in circular form, one which has little to do with educational goals and scholarship. The less evaluation and the more attention to the real goals, the better.

97. Marshall, Max S. "Reverse Grading." Educational Leadership, Vol. 28, No. 6, March 1971, pages 663-665. EJ 033 263.

Student evaluation of instructors and courses has become a formalized system. The author postulates that this development will bring neither progress nor peace. By rating their teachers, students double the barrier that grading practices started. Each group now forces the other to try to beat the system. Students once deliberately tried to please the professor; now professors try to please the students. Stress on understanding the subject at hand is often left to inclination and spare time. Tolerance of excuses, easy examinations, and other evident concessions made by teachers already seem to show a marked increase. The eternal grinding out of appraisals in both directions is bound to stop. Whether riots, ruin, or reason will prevail remains to be seen.

98. McCroskey, James C. and Others. "An Instrument for Measuring the Source Credibility of Basic Speech Communication Instructors." Speech Teacher, Vol. 23, No. 1, January 1974, pages 26-33. EJ 094 523.

The results of this investigation indicate that the teacher-credibility instrument that was developed is a reliable measure, has satisfactory construct and face validity, and has predictive validity at least for projected future exposure. The instrument is potentially useful to the speech communication instructor for purposes of teacher evaluation when standardized, criterion-based measures of student learning are not feasible.

99. McDaniels, Ernest and Feldhusen, John F. "College Teaching Effectiveness. The Results of a Survey of 4,484 College Students." Today's Education, Vol. 60, No. 3, March 1971, page 27. EJ 033 261.

A reliable study was developed by the Purdue Course and Instructor Evaluation Foundation based on responses from 4,484 college students with regard to the teaching effectiveness of 76 university professors. Results are discussed in relation to several questions: the relationship between authorship and the instructional effectiveness of college instructors; the relationship between research activity, as indicated by grants received,

and teaching effectiveness; the relationship between instructional effectiveness and the time an instructor spends in counseling students and supervising laboratories; the cause and effect in this correlational research; and the relationship between the size of the college class and instructional effectiveness.

100. McGline, Edward L. and Anderson, Loren J. "The Dimension of Teacher Credibility." Speech Teacher, Vol. 22, No. 3, September 1973, pages 196-200. EJ 087 603.

This paper describes a project designed to identify the dimensions of teacher credibility, assess their stability over time, and develop appropriate instruments for measuring dimensions.

101. McKeachie, W. J. and Others. "Student Ratings of Teacher Effectiveness: Validity Studies." American Educational Research Journal, Vol. 8, No. 3, May 1971, pages 435-445. EJ 040 696.

The results of five studies relevant to these hypotheses are presented: (1) that the "Skill" factor would relate positively to teacher effectiveness as measured by performance on an introductory psychology test, and (2) that "Group Interaction" would be positively related to teacher effectiveness on this criterion since, as demonstrated in previous reviews of research, student-centered methods of instruction tend to be effective in achieving goals, but such effects are more likely to occur if there is feedback.

102. McKeachie, Wilbert J. Studies of Student Ratings of Faculty. Ann Arbor, Michigan: Michigan University, College of Literature, Science, and the Arts, 1971. 41 pages. ED 057 745.

Reports of all published factor analyses of student ratings of college faculty were analyzed to determine what common factors emerge and to identify items likely to be useful in discriminating teachers along basic dimensions of difference. A 39-item form was administered to students of 18 instructors, both at the beginning and the end of a semester course. Results were analyzed both by factor analysis and multiple-discriminant analyses, and the dimensions emerging were compared with those reported in an earlier study. Structure, skill, and rapport seemed to be the dimensions common to the two studies. The differences between the results of multiple-discriminant analysis and factor analysis point to differences between student stereotypes of teacher behavior and differences between teachers. Both analyses provide useful information, but where the primary concern is to compare one teacher with another, the dimensions derived by multiple-discriminant analyses seem likely to be more useful.

103. Meredith, Gerald M. "Dimensions of Faculty-Course Evaluation." Journal of Psychology, Vol. 73, No. 1, 1969, pages 27-32. EJ 010 058.

This study attempted to establish the dimensions underlying faculty-course evaluation instruments. The Illinois Course Evaluation Questionnaire (CEQ) and Eidsmoe's A Student's Rating Scale of an Instructor were administered to 1,097 students. Sixty-seven variables were intercorrelated and factor analyzed, resulting in a nine-factor solution. Two of the factors, labeled instructor impact and instructional impact, accounted for 64 percent of the rotated variance. The remaining factors identified in the study were small and centered about the CEQ. Findings are discussed in light of a systems approach to evaluation in higher education.

104. Meyer, Jan H. and Beaton, George R. "An Evaluation of Computer-Assisted Teaching in Physiology." Journal of Medical Education, Vol. 49, No. 3, March 1974, pages 295-297.

This article describes the use of computer-assisted teaching (CAT) in a course in physiology for college students. Student reactions were evaluated and performance data are presented. Although no differences were found between lecture, tutorial, and CAT groups in test scores, CAT was found to be an acceptable and efficient teaching system.

105. Miklich, Donald R. "An Experimental Validation Study of the Purdue Rating Scale for Instruction." Educational and Psychological Measurement, Vol. 29, No. 4, Winter 1969, pages 963-967. EJ 014 101.

This report describes a "natural experiment" which allowed a test of students' ability to validly discriminate better prepared, more experienced, and more interesting teaching while controlling other variables associated with the instructor.

106. Miller, Richard I. Developing Programs for Faculty Evaluation. San Francisco, California: Jossey-Bass Publishers, 1974. 248 pages.

This book is a practical resource for the development and maintenance of a faculty evaluation system, and is designed for those who want to modify or reappraise an existing system. It shows how faculty evaluation is linked to five critical issues in the management of higher education: accountability, finance, governance, flexibility, and purpose. The author presents guidelines for implementing a system, discusses the reliability and validity of student evaluation of teaching, and describes nine major aspects of evaluation stressing classroom teaching. A chapter on administrative and institutional evaluation is especially valuable because it covers an area in which little has been done, but which is expected to have rapid growth in the future. An actual case study of evaluation adds a fresh, on-campus dimension. An extensive bibliography is included.

107. Miller, Richard I. Evaluating Faculty Performance. San Francisco, California: Jossey-Bass Publishers, 1972. 145 pages.

This book presents a reasonable, fair, and efficient system that will be of practical use to institutions, departments, and instructors involved in faculty evaluation. Its purpose is not punitive. It is designed to improve instruction and performance and to give instructors a chance to recognize and to correct their own weaknesses. An overall system is provided, proposing nine separate areas of evaluation: advising, classroom teaching, faculty service and relations, administration, performing and visual arts, professional status and activities, publications, public service, and research. By selecting from the areas that are appropriate, the system can be tailored to fit all local situations. Self-evaluation is an important part of the system. Data, sample evaluation forms, and point-by-point procedures for implementing evaluation are provided.

108. Mitchell, Marlene. Evaluation of the 1973 Summer Institute of the ED.D. Program for Community College Faculty. Fort Lauderdale, Florida: Nova University, 1973. 180 pages. ED 085 061.

This report provides the results of a survey conducted to ascertain the participants' evaluation of the first Summer Institute of the Ed.D. program for Community College Faculty. A total of 241 institute participants, 74 percent of the 325 registrants, completed the "Summer Institute Survey." The analysis of the survey data is provided in 79 tables and is discussed. Copies of the Needs Assessment Questionnaire and Summer Institute Survey form are provided, as is a sample participant letter. Survey findings are summarized, and conclusions are given.

109. Murdock, Royal P. The Effect of Student Ratings of their Instructor on the Student's Achievement and Rating. Final Report. Salt Lake City, Utah: Utah University, 1969. 23 pages. ED 034 715.

A study was conducted to determine the effects of student evaluation of teachers on teaching effectiveness and on student ratings of their instructor. The effectiveness of student evaluations as a measure of teacher merit were also observed. Subjects were the students of four psychology instructors, all of whom taught separate sessions of the same course for two successive quarters and used the same textbook. On the first day of the winter quarter, all students were given an exam under the pretext of obtaining data for an independent experiment. Achievement was measured by the improvement on a second exam given the last day of class, at which time students were asked to rate their instructor. During the spring quarter an identical procedure was followed except that the instructor was aware, as he had not been the previous quarter, that evaluations would be used. Major conclusions are that the instructor's knowledge that

he would be rated by his students (1) did not improve his effectiveness as measured by an achievement test and (2) tended to improve the rating given the instructor by the students. There was a low but significant relationship between the student's rating of how much he had learned and his test achievement. The student's evaluation of the effectiveness of a particular instructor was as valid as similar evaluations by the department chairman when compared with achievement test scores. Results of achievement test, rating scale, and analyses of variance are included.

110. Naftulin, Donald H. and Others. "The Doctor Fox Lecture: A Paradigm of Educational Seduction." Journal of Medical Education, Vol. 48, No. 7, July 1973, pages 630-635. EJ 081 495.

The results of a questionnaire indicate that educators must evaluate their effectiveness beyond the satisfaction with which their students view them.

111. Nichols, M. Gene. "A Study of the Influences of Selected Variables Involved in Student Evaluations of Teacher Effectiveness." Dissertation Abstracts International, Vol. 28, 8-A, 1968, page 2908. 175 pages. Available from Xerox University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan. Order No. 68-1140.

The major purpose of this investigation was to determine the extent to which certain selected variables affected student ratings of teacher effectiveness at the State College of Iowa. More specifically, the purpose of this study was to find (1) whether student variables affected student evaluations of teacher effectiveness, (2) whether course variables affected student ratings of teacher effectiveness, and (3) whether teacher variables affected student ratings of teacher effectiveness.

112. Null, Eldon J. and Walter, James E. "Values of Students and Their Ratings of a University Professor." College Student Journal, Vol. 6, No. 4, November 1972, pages 46-51.

This study reports on the personality variables of college students as related to the performance of a college professor. Subjects were 109 males and 83 females in a university class. Subjects responded on the Allport, Vernon, Lindzey Study of Values, on a part of the Purdue Rating Scale for Instruction and on a biographical inventory. The following dimensions of instructor performance were rated by the subjects: interest in subject, sympathetic attitudes toward students, fairness in grading, liberal and progressive attitudes, presentation of subject matter, sense of humor, self-reliance and confidence, personal appearance and ability to stimulate intellectual curiosity. Student evaluations of instructor performance were influenced by the theoretical, economic, aesthetic, political, and religious values of the subjects in addition to their sex and grade expected.

Nine out of 60 possible effects and 13 out of 240 possible interactions between the effects of behavior dimensions of an instructor and student values were significant. Apparently, the values of students in general are quite independent of their ratings of a professor.

113. Obringer, Stephen J. "The Ability of Mentally Retarded Youth to Evaluate Teacher Effectiveness as Compared with Self-Inventories and Supervisory Evaluation." Dissertation Abstracts International, Vol. 33, 7-A, January 1973, page 3443. 100 pages. Available from Xerox University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan. Order No. 73-164.

The major intent was to determine the ability of educable mentally retarded youth in secondary schools to evaluate teacher performance. The results of the ratings by the students were compared with self-appraisals by teachers and ratings by supervisors. The population consisted of 270 educable mentally retarded students ranging from 12 years to 20 years of age, 30 special-education teachers, and 30 supervisors or administrators. Variables of student sex, student age, and teacher sex were studied relative to the evaluation of teacher performance.

114. Oles, Henry J. and Lencoski, Amelia. "Changes in an Instructor's Self-Rating Resulting from Feedback from Student Evaluations." Catalog of Selected Documents in Psychology, No. 3, Winter 1973, page 17. MS No. 309.

Although student evaluations of teaching performance are now being used on most college campuses, little research has been completed to show their actual effect on the professor. This study tested the hypothesis that a teacher will change his self-evaluation as a consequence of obtaining student evaluative information. The results confirmed the hypothesis. However, some teachers changed their self-evaluations in a direction exactly opposite of what would have been expected from the student feedback information.

115. Painter, John J. and Granzin, Kent L. "Consistency Theory as an Explanation of Students' Course Evaluation Tendencies." Journal of Experimental Education, Vol. 41, No. 1, February 1972, pages 78-81. EJ 066 380.

In an attempt to gain insight into factors influencing college course evaluations, 759 students were questioned at both the beginning and end of the term concerning their feelings about the instructor and course and about their expectations concerning their grade achievement.

116. Pambookian, Hagop S. "Initial Level of Student Evaluation of Instruction as a Source of Influence on Instructor Change After Feedback." Journal of Educational Psychology, Vol. 66, No. 1, February 1974, pages 52-56. EJ 093 690.

Early in October 1971, 252 students in 13 introductory and educational psychology sections responded to a Student Opinion Questionnaire containing measures of seven stable dimensions on college teaching. Ten days later, the instructors, who had been grouped according to the level of student evaluation, received feedback. In December, 231 students responded again to the same questionnaire. The students' initial evaluation of instruction was a significant influence on instructor change. Instructors who were originally evaluated as being moderately effective benefited most from feedback. They improved their teaching more significantly on skill, interaction, and rapport than did the instructors who had originally been rated more favorably. They also tended to decrease work load and improve rapport more than the instructors who had been rated more unfavorably.

117. Pambookian, Hagop S. "The Effect of Feedback From Students to College Instructors on their Teaching Behavior." Dissertation Abstracts International, Vol. 33, 9-A, March 1973, page 4950. 143 pages. Available from Xerox University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan. Order No. 73-6893.

The primary objective of this study was to test the effect of feedback from students to college instructors on the instructors' behavior. In addition, an attempt was made to investigate the relationship, after the feedback, between change in teaching behavior and prior experience of instructor, sex of instructor, level of student ratings of instructor prior to feedback, and the discrepancy between student evaluation of instructor and instructor self-evaluation. Results indicated that feedback from students' evaluations improved teaching in certain dimensions but it was not as effective in bringing about instructor change as was expected. Several reasons were given to explain this, and recommendations were given for further research.

118. Permut, Steven E. "Cue Utilization Patterns in Student-Faculty Evaluation." Journal of Psychology, Vol. 83, No. 1, January 1973, pages 41-48.

This paper explored the application of a multiple-cue probability model to student evaluations of faculty. Fourteen undergraduates were given 40 instructor profiles containing hypothetical ratings on 10 effectiveness traits. Subjects' overall effectiveness ratings for each instructor were subjected to multiple-regression analysis to empirically derive individual cue-utilization patterns (weights). These were compared to subjects' subjectively expressed judgment scheme (the relative importance subjects assigned to each trait in determining overall effectiveness). Results indicate subjects were moderately successful in expressing their actual cue-utilization patterns; however, different judgment schemes were clearly observed.

119. Perris, Carlo. "The Use of Student Opinion in the Evaluation of Undergraduate Psychiatric Teaching." Archivio di Psicologia, Neurologia & Psichiatria, Vol. 33, No. 1, January 1972, pages 121-130.

Undergraduate psychiatric teaching was evaluated by means of a standardized questionnaire and an informal discussion with course leaders at the end of each course. Results of this approach suggest that opinions expressed by informed students can make a valuable contribution to the planning of future courses.

120. Plant, Walter T. "Evaluating Teacher Effectiveness." California Journal of Educational Research, Vol. 25, No. 3, May 1974, pages 106-108.

The author presents an introduction to seven articles on the evaluation of teacher effectiveness, and reports on a study in which he and three undergraduates categorized the characteristics obtained from 800 students of the good classroom-teaching professor. Findings show that agreement between these undergraduates and 52 faculty members on the resulting eight scale items was .82 (obtained by Spearman rho).

121. Pohlman, John T. "A Description of Teacher Effectiveness as Measured by Student Ratings." Journal of Educational Measurement, Vol. 21, No. 1, Spring 1975, pages 49-54.

The purpose of this study was to identify instructor characteristics that made strong contributions to accounting for variation in a high-inference student rating of teaching effectiveness. The data for this study came from student ratings of 1,279 courses in a large midwestern university. A 21-item rating questionnaire was administered. One item was a general and high-inference rating of teacher effectiveness: "In general, the instructor taught the class effectively." The other 20 items were then related to this general rating in a multiple-regression analysis, and the 20 items were rank-ordered according to the magnitude of their independent contribution to item 21. The items that made strong independent contributions were those that evaluated: (1) the achievement of course objectives, (2) the increase of student appreciation for the subject matter, (3) instructor preparation, and (4) the degree of course organization.

122. Pohlman, John T. "A Multivariate Analysis of Selected Class Characteristics and Student Ratings of Instruction." Multivariate Behavioral Research, Vol. 10, No. 1, January 1975, pages 81-89.

This study examined the relationship between selected class characteristics and student ratings of instructors. A large number of classes (n = 1,247) and students (over 33,000) at a large midwestern university provided the data for this study. The results indicated that the class characteristics that had the strongest influence on instructor ratings were the grades expected by students and the percentage of students in the class taking the course as an elective.

123. Poliakoff, Lorraine L. Evaluating School Personnel Today. Washington, D. C.: ERIC Clearinghouse on Teacher Education, 1973. 16 pages. ED 073 045.

This document, an evaluation of school personnel, is based on a review of the literature on evaluation in the ERIC system. Emphasis is placed on the evaluation of school administrators, teacher evaluation by students, and the teacher's role in evaluation. A 23-item bibliography is included.

124. Price, J. R. and Magoon, A. J. "Predictors of College Students' Ratings of Instructors." Proceedings of the Annual Convention of the American Psychological Association, Vol. 6, Pt. 2, 1971, pages 523-524.

A large sample of college students completed a 35-item course evaluation instrument. The instrument could be divided into two sections: (a) 11 course and student characteristics that presupposed no evaluative judgments; and (b) 24 rating items bearing on the course and instructor, all evaluative judgments. The results of a canonical analysis revealed four important correlational relationships. These suggested that students rate courses on the basis of instructor impact, workload, course structure, and whether the course is an elective or not. Important predictors were the expected grade in a course and availability of the instructor outside class (all members of this sample sought such help).

125. Purohit, Anal and Magoon, A. Jon. The Validity of Student-Run Course Evaluations. Newark, Delaware: Delaware University, 1971. 22 pages. ED 047 630.

After a review of the literature of evaluations by students of instructors and courses, this paper discusses three different evaluation questionnaires given in successive years (1968 through 1970) at the University of Delaware. Each of these forms represented an attempt to make the ratings less susceptible to the "halo effect," which was defined as the "marked tendency to think of the person in general as rather good or rather inferior and to color the judgments of qualities by this general feeling." The results of these forms were factor-analyzed, and the findings indicated that only four factors were in these course evaluations. The major factor was characterized as instructor impact and was interpreted as having a large halo effect. The other factors were characterized as dimensions of instructional procedures, course work load, and quality of instructional materials. Several suggestions are offered on how to improve the validity of the evaluation instruments.

126. Rees, Richard D. "Dimensions of Students' Points of View in Rating College Teachers." Journal of Educational Psychology, Vol. 60, No. 6, Pt. 1, December 1969, pages 476-482. EJ 013 835.

A factorial study was designed to yield "points of view" or "idealized individuals" with respect to the rating of college teachers. The 11 types of teachers used as stimuli were selected as representative of seven academic areas and were rated by 65 student subjects on 20 semantic differential scales. An obverse factor analysis yielded 20 bipolar factors, eight of which, after orthogonal Varimax rotation, were selected as significant and were then correlated with a number of outside variables to assist in their interpretation. Seven of the eight factors were identified. The identified factors, which represent different points of view in rating college teachers, were labeled "socioeconomic," "racial," "social studies aptitude," "class in school," "masculine sophistication," "social disposition," and "emotional instability" factors.

127. Ritzel, Dale O. and Aaron, James E. "An Evaluation Instrument to Measure Teacher Effectiveness in Driving Simulation." Journal of Safety Research, Vol. 5, No. 2, June 1973, pages 82-89.

The authors developed an objective evaluation instrument for assessing teacher effectiveness in driving simulation. Effective and ineffective teacher behaviors were identified from 1,295 incidents reported by college and high school teachers, supervisors, and high school students. The behaviors were classified into 17 subcategories and this classification scheme was verified by independent judges. Inter-observer reliability coefficients ranged from .93 to .98.

128. Rodin, Miriam. "Research. Can Students Evaluate Good Teaching?" Change, Vol 5, No. 6, Summer 1973, pages 66-67. EJ 081 166.

None of the standard methods for measuring the reliability of student evaluations of teachers is completely satisfactory. Perhaps the most desirable indicator of reliability would be high interstudent agreement on an absolute score over the various items on the scale. Though student ratings of teacher performance do not reflect the amount learned from the teacher, they clearly do measure some aspect of consumer satisfaction. The weight given to these ratings should be adjusted accordingly and will depend on the purposes of the course and of the institution and on one's philosophy of teaching.

129. Rodin, Miriam and Rodin, Burton. "Student Evaluations of Teachers." Science, Vol. 177, No. 4055, September 1972, pages 1164-1166. EJ 064 736.

This article assessed the validity of student judgments by comparing objective criteria of teacher effectiveness (based on what students have learned from the teacher) with subjective criteria (based on students' evaluations). The literature is reviewed, and an empirical study with 293 undergraduates in a calculus course is described. Objective criteria were measured by subjects' ratings on 40 paradigm problems defining the course

content. Subjective criteria included an anonymous questionnaire completed by the subjects. Results show that instructors with the lowest subjective ratings received the highest objective scores, while those with the highest subjective ratings were lowest in the objective measure.

130. Rosenshine, Barak and Others. "Correlates of Student Preference Ratings." Journal of College Student Personnel, Vol. 14, No. 3, May 1973, pages 269-272.

A 38-item course evaluation survey and a demographic data questionnaire were administered to 1,200 undergraduates at a large urban university. There were no meaningful correlations between demographic variables and preference ratings of (a) how the subject's instructor compared with other college instructors, (b) whether the subject would recommend the course, (c) how the course compared with other courses, (d) whether the subject would recommend the course to a friend, and (e) whether the class was worthwhile to attend. Results are comparable to those obtained in previous studies of correlates of student achievement and preferences.

131. Roueche, John E. and Hurlburt, Allan S. Research on Junior College Teachers. Washington, D. C.: American Association of Junior Colleges, 1968. 4 pages. ED 021 540.

Junior colleges claim the virtue of good teaching as shown by their emphasis on instruction rather than on research and by their interest in accrediting agencies, whose prime concern is the improvement of teaching. Faculty ratings by students have stimulated self-improvement where the criticisms, both positive and negative, have been seriously considered. Students' ratings tend to favor teachers coming directly from graduate school and with some background in professional education. Retired military personnel do as well as others in general junior college teaching and usually better in science and mathematics. Attendance at graduate school, rather than reliance on military rank, enhances their status as applicants for teaching positions. Classroom observation, student accomplishments, student ratings, and follow-up studies of graduates' teachers also stress the importance of good supervision and departmental leadership. They believe that attendance at inservice workshops and at local and national meetings, reduced teaching loads, and better guidance programs would improve their teaching.

132. Schuh, Allen J. and Crivelli, Michael A. "Animadversion Error in Student Evaluations of Faculty Teaching Effectiveness." Journal of Applied Psychology, Vol. 58, No. 2, October 1973, pages 259-260.

This study compared the midterm grades of each of 86 business students with the grade the student gave the professor on his teaching effectiveness. A one-way analysis of variance showed better than chance correspondence. This tendency was entitled the "animadversion error," and its importance in subordinate-supervisor ratings is discussed.

133. Scott, Owen and Others. Student Characteristics Associated with Student Perceptions of College Instruction. A paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, Illinois, April 1974. 12 pages. ED 090 263.

Using data obtained from 51 male and 133 female undergraduates enrolled in six classes in educational psychology, the authors obtained evidence supporting the existence of slight sex differences in descriptions or appraisals of instruction and suggesting a relationship between the overall past achievement of the males and their perceptions of the quality of classroom interpersonal relations. No relationships were found between students' life histories and their perceptions of instruction or between their level of creativity and perceptions of instruction. These results support some previous studies cited but do not support others also cited. This study lends some support to those who question the internal validity of the claim that differences in students' perceptions of instruction necessarily reflect differences in the effectiveness of the instruction itself.

134. Sharon, Amiel T. "Eliminating Bias from Student Ratings of College Instructors." Journal of Applied Psychology, Vol. 54, No. 3, 1970, pages 278-281.

The author constructed a forced-choice scale of teaching effectiveness by obtaining preference and discrimination indexes on 300 descriptive statements of teacher behavior. The two indexes were used to group 60 of the statements into 15 forced-choice tetrads. The rating scale was used by 504 undergraduates to rate 14 graduate teaching assistants under four different instructional conditions while another group of 542 students rated the same teaching assistants with a conventional graphic scale. Results show that the instructional conditions had no effect on the forced-choice ratings but had a signigicant effect on the graphic ratings. It is concluded that the forced-choice scale is resistant to bias occurring in student ratings of college instructors.

135. Simpkins, W. S. and Others. "Teacher Differences as Perceived by Students." Improving College and University Teaching, Vol. 21, No. 1, Winter 1973, pages 64-66. EJ 077 788.

This study used dimensions of student evaluations obtained by the application of selected items of the Isaacson scale to examine the following questions: (1) What are student conceptions of good teaching as indicated on these dimensions? (2) To what extent do students distinguish between teachers on these dimensions? (3) Are there clear differences in the standings of an individual teacher on the various dimensions? (4) Are a teacher's standings on the various dimensions related to his rating on a global assessment scale? The six factor dimensions as described by Isaacson were: skill, overload, structure, feedback, group interaction, and rapport. These dimensions and their associated items were applied to a group of university students as part of a study of teaching in Australian higher education.

136. Smock, Richard and Crooks, Terence. A Plan for Comprehensive Evaluation of College Teaching. Urbana, Illinois: Illinois University, Office of Instructional Resources, 1973. 20 pages. ED 078 097.

Functions required for the evaluation of instruction are analyzed and described. In order to fulfill each of these functions, a 3 X 3 evaluation matrix incorporating three distinct "levels" of evaluation activity and three sources of evaluation information is proposed. Level 1 data will be summary data for use in campus-wide comparisons. Level 2 data will be less general, and more pointed to specific teaching attributes and classroom activities common to particular teaching units. It will be used for comparative purposes within teaching units, but, more importantly, it will serve to identify problem areas in instruction and courses. Level 3 data will be a very specific feedback type aimed at pinpointing reasons for problems identified by the Level 2 evaluation and helping in correction of such problems. The three sources for this evaluation information will be students, faculty members, and administrators. All three will have inputs into each level of the evaluation matrix.

137. Somers, L. Grant and Southern, Mara L. "A Rating Scale for Evaluation of Teaching Effectiveness for Use with Junior High School Students." California Journal of Educational Research, Vol. 25, No. 3, May 1974, pages 128-133.

The authors constructed a student rating of teacher effectiveness scale using the qualities of the "good" teacher as listed by 593 junior high school students. These teacher characteristics were in substantial agreement with the qualitites of good junior high school teachers as mentioned by teachers and administrators. The eight-item scale yielded an estimate of internal reliability of .84, and other reliability checks indicate that junior high school students could use the scale to reliably rate their teachers.

138. Startup, Richard. "Student Satisfaction with Academic Services." Educational Research, Vol. 14, No. 2, February 1972, pages 135-140. EJ 054 026.

This investigation into student satisfaction with various aspects of the teaching system was carried out at a provincial university in the spring of 1969. A sample of second-year students was selected and 70 percent of those chosen returned completed questionnaires. The survey revealed that student satisfaction with the presentation and content of lectures was high. However, there were areas of dissatisfaction. Some students felt that there was not enough consultation with them concerning the content of courses. In addition, a quarter were dissatisfied with the amount of individual help they received from staff. However, it was the limited opportunity for informal contact with staff that proved to be the greatest source of student disquiet.

139. Stewart, James W. A Survey of Attitude and Perception of the Graduate Student of His Advisor or Committee Chairman. Lincoln, Nebraska: Nebraska University, 1969. 35 pages. ED 041 307.

Current graduate education, with its focus on tailoring programs for individual students, has made the relationship between the student and his advisor or committee chairman an essential ingredient of graduate programs. It is this relationship the survey examines. Specifically, its purpose is to identify and examine graduate students' perceptions and attitudes toward their advisors or committee chairmen. Eighty-one summer session graduate students in education at the University of Nebraska were surveyed and the data analyzed in terms of five variables: (1) male-female; (2) graduate major; (3) intended degree; (4) progress to date; and (5) response totals all variables. The evidence was broken down and evaluated. None of the variables was significant: A positive perception or attitude toward advisors and committee chairmen remained constant. The author viewed the results as indicating a high degree of trust and professional security on the part of the student and as verifying that graduate education is generally strong and positive.

140. Stone, Leroy A. and Coles, Gary J. "Psychology Graduate Students' Multidimensional Perceptions of Their Psychology Faculty." Acta Psychologica, Vol. 35, No. 5, October 1971, pages 364-377.

This study used a recently proposed multidimensional similarity analysis methodology to analyze the dimensionality of a faculty group--that part of the faculty that comprises an academic department of psychology--as perceived by advanced graduate students matriculating in that department. The stimuli were 14 faculty members and observers were 21 advanced graduate students in the same department. The two (or three) extracted judgmental-perceptual dimensions accounted for 70 percent (or 79 percent) of the judgmental variance; these dimensions appeared to be psychologically meaningful (they were readily interpretable). An inverse analysis of the judges was also accomplished and led to interpretable results. The success of this exploratory application of a multidimensional scaling procedure suggested further uses of such methodologies in investigations of other forms of social judgment evaluation.

141. Swanson, Jon Colby. "Junior High Student Evaluations of Drug Education by Values and Traditional Oriented Teachers." Journal of Drug Education, Vol. 4, No. 1, Spring 1974, pages 43-50. EJ 099 043.

Student perceptions of teacher qualities show significant differences between those teachers trained by values-clarification techniques and those trained by traditional techniques. Courses taught by these teachers were also perceived differently by students who took them. A combination of lecture-discussion methods and values-clarification techniques seem most appropriate.

142. Tatum, William and Chasnoff, Robert. Evaluation of the Adult Learning Center of Elizabethport by Staff and Participants, Operations from 2/26/68 - 4/30/68. 1968. 19 pages. ED 019 610.

Activities, facilities, and programed reading materials at The Adult Learning Center of Elizabethport (Elizabeth, New Jersey) were evaluated in 1968 by staff members and participants. Staff opinions differed as to the most successful materials, and reasons given for success included interest level, size of print and length of stories, the challenge provided, and suitability for clientele groups. The more basic McGraw-Hill materials proved valuable in teaching English to Spanish speaking participants. Staff members saw such factors as a relaxed atmosphere, counseling and placement, the teachers' effectiveness in working with students, and the quality and variety of programs available at each level in reading, mathematics, English, and other subjects as virtues of the Center. However, weaknesses were noted in facilities, staffing, teacher preparation, and class management, and various improvements were suggested. Most of the 117 participants queried were satisfied with materials, facilities, and instruction, but they expressed a need for more space, noise control, and help for Spanish-speaking persons. The document includes statistics on attendance, testing services, and population characteristics.

143. Thomas, Hollie. "Improving Teaching Methods through Student Evaluation." Agricultural Education Magazine, Vol. 45, No. 2, August 1972, pages 32-33.

This article is concerned primarily with the improvement of teaching methods through systematic feedback of student evaluations to the teacher. Research showing the reliability and validity of student ratings and the effect of feedback of student ratings on teacher behavior are explored. In addition, an instrument designed to obtain student feedback regarding the teacher's performance of the problem-solving approach along with procedures for administering and scoring the instrument are presented.

144. Thompson, Eugene W. A Study of the Discrepancies between Student Evaluation and Faculty Self-Perceptions of Instructional Procedures in Higher Education. 1972. 41 pages. ED 087 795.

The study investigates the nature of the relationship between student evaluations and faculty self-perceptions of instructional procedures. Various characteristics of students and faculty were treated as independent variables in an effort to interpret the degree to which they affected the discrepancies between the two rating groups. The characteristics investigated were: student grade point average, class size, basis for course selection, and the amount of the instructor's teaching experience. The instrument used in the study was the Student Opinions about Instructional Procedures. The subjects for this study were 58 instructors teaching 135 classes. Student and instructor responses to the

questionnaire were used to develop discrepancy scores based on the three factors (professional competence, evaluation procedures, and student-centeredness) the instrument measures. The data analyzed indicated that the independent variables tended to affect the outcomes in varying degrees.

145. Tollefson, Nona. "Selected Student Variables and Perceived Teacher Effectiveness." Education, Vol. 94, No. 1, September 1973, pages 30-35. EJ 088 843

The author asked 1,643 high school students to identify characteristics they felt made a teacher effective in the classroom. Responses to a 100-item questionnaire were compared on five student variables: father's educational level, grades earned, post-high-school plans, participation in school activities, and enjoyment of school. Data were analyzed using correlation and discriminant analysis. There was significant agreement among the responses from urban, rural, and suburban samples. Significant differences were found for all variables except father's educational level; however, only the differences in the responses of the college and noncollege groups were consistent across all samples. Subjects felt tolerance, flexibility, respect for students, enthusiasm, and skill in presenting subject matter were important in teacher effectiveness.

146. Tolor, Alexander. "Evaluation of Perceived Teacher Effectiveness." Journal of Educational Psychology, Vol. 64, No. 1, February 1973, pages 98-104. EJ 073 023.

Students showed no significant agreement with any of the other rating groups regarding least effective teachers. Students' judgments were related to class level and self-reported academic achievement, suggesting that teacher evaluations represent a complex interactional process necessitating the specification of rater characteristics.

147. Toug, Muhyieddeen Sh. "The Relationship between Student Participation in Classroom Discussion and Student Ratings of Instructors at the College Level." Dissertation Abstracts International, Vol. 33, 11-B, May 1973, pages 5501-5502. 87 pages. Available from Xerox University Microfilms, Dissertation Copies P. O. Box 1764, Ann Arbor, Michigan. Order No. 73-12, 234.

This study investigated the relationship between classroom activities and the evaluation of instructors and evaluated the criterion-referenced validity of student ratings. Specifically, this study evaluated the relationship between students' participation in classroom discussion and the way they rated their instructors as well as the relationship between verbal interactions as rated by professional observers and the ratings of those same interactions by students.

148. Toug, M. S. and Feldhusen, John F. The Relationship between Students' Ratings of Instructors and Their Participation in Classroom Discussion. A paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, Louisiana, March 1973. 13 pages. ED 076 695.

A study was conducted to investigate the relationship between student participation in classroom discussion and the way these students rate their instructors. The general hypothesis of this research was that student participation in classroom discussion is rewarding and that it reinforces favorable attitudes toward the instructor. A total of 480 undergraduates rated their instructors. These 18 instructors identified high and low participants, and instructors were rated as high and low facilitators of discussion by expert observers. No difference in teacher ratings between high and low participants was found, but instructors who were rated as high facilitators by experts were also rated higher by students.

149. Townes, Brenda D. and Carr, John E. "Differentiation Matching Versus Level of Differentiation in Students' Judgments of Teacher Effectiveness." Journal of Applied Social Psychology, Vol. 3, No. 1, January 1973, pages 73-83.

This article examined the role of differentiation (defined as the degree to which an individual distinguishes among elements in his environment) matching and level of differentiation in student-teacher relationships. Subjects were six child psychiatry residents, seven mental health specialists, and seven medical students in Study 1. In Study 2 subjects were 43 medical students and 24 professors teaching in core curriculum courses. Three measures of differentiation were used: the Interpersonal Discrimination Task, the Object Sorting Test, and the A-B Scale for differences in cognitive style of psychotherapists. All subjects completed measures of differentiation at the beginning of the course, and students rated the teaching effectiveness of the faculty at the end. Judged teaching "effectiveness" was associated with a high level of interpersonal differentiation on the part of the teacher. Differentiation matching of teachers and students was related to high effectiveness ratings when the student was more differentiated than the teacher under conditions of frequent teacher exposure and familiarity.

150. Utah University, Salt Lake City. Student Involvement in Tenure Decisions. 1969. 3 pages. ED 065 067.

The principal justification for granting faculty members academic tenure has historically been associated with the idea of academic freedom and economic security. At the same time, however, tenure may tend to perpetuate mediocrity and incompetence within a college community if faculty members are not carefully scrutinized prior to granting them tenure. Students, because of their close association with faculty, should definitely be included in the evaluation of teacher competence. Thus, it is recommended that the University of Utah create a Student Advisory Committee comprised of

upperclassmen and graduate students in each department to make recommendations regarding curriculum or other departmental changes and evaluations of all teachers being considered for retention or tenure. It is also recommended that three qualified students be granted membership on the University Tenure Advisory Committee. Their role would be to ensure that student concerns and opinions are considered by the committee in reaching their decisions.

151. Vandervert, Larry R. Student Evaluation of Instruction: Some Theoretical Considerations and a Proposal. A paper presented at the meeting of the Washington State Community College District 17 Board of Trustees, March 1974. 9 pages. ED 093 394.

This paper presents a theoretical model of student needs-to-be-satisfied and is designed to meet three interrelated criteria: (1) that the needs be related to the goals or objectives of instructors and the institutions which employ them, (2) that the satisfaction of the needs be objectively measurable on the instructor, and (3) that the needs be theoretically defendable in relation to needs college students in the classroom actually have.

152. Veldman, Donald J. and Peck, Robert F. "Influences on Pupil Evaluation of Student Teachers." Journal of Educational Psychology, Vol. 60, No. 2, 1969, pages 103-108.

The influences of five aspects of the assessment context on pupil evaluations of student teachers were determined by multiple covariance analyses. The sources of influence were (1) teacher ability or grade in student teaching course, (2) grade level of the class taught, 7-12, (3) subject-matter area taught, (4) social-class level of the school, and (5) sex of the student teacher. The six dependent variables were factor scores from the pupil observation survey: (1) friendly and cheerful, (2) knowledgeable and poised, (3) lively and interesting, (4) firm control, (5) nondirective, and (6) the principal axis, general evaluation. Implications for research with pupil evaluation measures are discussed.

153. Veldman, Donald J. Pupil Evaluation of Student Teachers and their Supervisors. Austin, Texas: Texas University, Research and Development Center for Teacher Education, 1969. 6 pages. ED 051 138.

This report is the first completed study from a larger project called Teacher Aides in a Secondary School. Pupils in 55 seventh-grade public school classes completed the Pupil Observation Survey Report (POSR) twice--once to describe their student teacher and once to describe the regular (cooperating-supervising) teacher. All teachers involved were female. Analyses of variance of the six factor dimensions of the POSR indicated that the student teachers were seen as more friendly, cheerful, lively, interesting, and directive, but as less poised, knowledgeable, and firmly controlling than their supervisors. The difference in general evaluation of the two groups was not significant. Correlations

between the POSR scores of the student teachers and their supervisors were significant only for the factors called Non-Directive and Firm Control. These results are consistent with the hypothesis that the regular teachers "set" the classroom atmosphere and activity structure before the student teacher arrives on the scene to handle the class by herself. The findings are relevant to any research employing pupil evaluation of teacher behavior and support the validity of the POSR as a specific tool for such measurement.

154. Veldman, Donald J. and Peck, Robert F. The Pupil Observation Survey: Teacher Characteristics from the Students' Viewpoint. Austin, Texas: Texas University, Research and Development Center for Teacher Education, 1967. 25 pages. ED 055 980.

This monograph summarized the development of the Pupil Observation Survey Report (POSR), an instrument designed to be completed by pupils in junior and senior high school classes in order to describe their teachers. The instrument consists of 38 statements followed by four-choice agreement scales. Data from a single class are reduced to item means and then to scores on six factor dimensions isolated by analysis of over 100 student teachers studied in the Mental Health in Teacher Education project at the University of Texas. The monograph reviews the various published research studies on the development and applications of the instrument and includes a FORTRAN computer program for scoring the raw protocols. An example of an IBM 1230 optical-scanned answer sheet for the instrument is also included. Comparisons of factor structures obtained from analysis of data describing large samples of male and female teachers are reported, as well as an extensive series of regression analyses concerning various potential influences on pupil evaluation of teachers. This instrument was used in a number of experimental studies carried out by the R & D Center in Teacher Education.

155. Villard, Henry H. "Some Reflections on Student Evaluations of Teaching." Journal of Economic Education, Vol. 5, No. 1, February 1973, pages 47-50. EJ 090 246.

A summary of some recent research on student evaluation of teaching is presented. Comment is made on the impact of the open admissions policy at City University of New York. The author theorizes that the more formal the use of student evaluations, the more rapidly will average grades drift upward and average level at which courses are taught drift downward.

156. Vogt, Karl E. and Lasher, Harry. Does Student Evaluation Stimulate Improved Teaching? Bowling Green, Ohio: Bowling Green State University, College of Business Administration, 1973. 14 pages. ED 078 748.

Student appraisal of faculty instructional competencies is commonplace. Although several logics account for sponsorship of their student evaluation schemes, the ultimate product of student evaluation ought to be improved instruction. The purpose of this paper is to investigate relationships between student evaluating and better teaching. A mandatory system of student assessment of teaching skills employed at Bowling Green University is the frame of reference. If student ratings contribute to better teaching, ratings should improve over time. Regression equations and standards tests were employed to determine the existence of trend increments. Findings reveal that regression coefficients of regression equations were as low as 0. By inference, student evaluation had not contributed to better teaching. Shortcomings in the administration of the evaluation scheme and faculty attitudes and capabilities account for apparent failures of the scheme to result in improved teaching. Appendixes include related research material.

157. Walker, Billy D. "An Investigation of Selected Variables Relative to the Manner in Which a Population of Junior College Students Evaluate Their Teachers." Dissertation Abstracts International, Vol. 29, 9-B, page 3474. 103 pages. Available from Xerox University Microfilms, Dissertation Copies, P. O. Box 1764, Ann Arbor, Michigan. Order No. 69-786.

This study investigated some selected variables which might be relative to the manner in which community junior college students evaluate the effectiveness of their teachers. Answers were sought to the following questions: Is there a relationship between the grade the student receives and his evaluation of the teacher? Do students perceive the effectiveness of their teachers differently relative to their classification? Are there differential ratings according to the sex of the student or the teacher? Is the age of the student related in any way to student ratings of teachers? Do students rate teachers differently relative to the teaching experience of the teacher? Do teachers of certain subjects tend to get higher or lower ratings than teachers of other subjects? Is the level of course difficulty related to student evaluation of teachers? Are various teacher qualities considered equally in student perceptions of teacher effectiveness? It was believed that if these questions could be answered, such knowledge would enhance the use of student ratings as a method of evaluating and improving teaching.

158. Watson, James R. "Kids as Critics: Can They Evaluate?" Instructor, Vol. 83, No. 8, April 1974, page 40. EJ 093 813.

The author presented and discussed a questionnaire designed for student evaluation of teaching performance.

159. Weinrauch, J. Donald and Matejka, J. Kenneth. "Are Student Ratings of Business Communication Teachers Honest Feedback?" Journal of Business Communication, Vol. 11, No. 1, February 1973, pages 31-37. EJ 092 593.

This article describes a study revealing that greater intercommunication among students and teachers reduces students' false estimations of their course grades and thus reduces students' negative evaluations of their teachers.

160. White, William F. and Anderson, Harry E. Jr. "A Study of Scaled Dimensions of Teacher Behavior as Perceived by Students." Journal of Psychology, Vol. 65, No. 2, 1967, pages 223-232.

The concept of teacher behavior was measured by the individual responses of 197 secondary school students on 12 bipolar adjectives of the semantic differential and the 38 items of the pupil observation survey (POS). Separate factor analyses were conducted from student ratings on both tests. Ten factors emerged from the rotated factor matrix of the POS in comparison to five factors of the D. J. Veldman and R. F. Peck investigation. Three common factors were determined in the correlational structure of the 12 semantic differential items: evaluation, potency, and activity. When a factor analysis of the combined test variables was conducted, the basic structure of the semantic differential items generally maintained stability. Relationships between the perception of teacher characteristics and semantic meaning were examined.

161. Whitlock, Linda G. "The Dimensions of Observer Perceptions of Teacher Performance." Dissertation Abstracts International, Vol. 33, 8-B, February 1973, page 4006. 145 pages. Available from Xerox University Microfilms, Dissertation Copies P. O. Box 1764, Ann Arbor, Michigan. Order No. 73-2511.

This study was conceived because it was noted that a group of students observing the same teacher performance exhibited a high degree of variability in reporting specific teacher behaviors. Specifically, it was designed (1) to determine whether that variability was systematic variability resulting from systematic observation tendencies on the part of students in the same class, and, if so, (2) to discover whether such systematic variability was common across different groups of students even in different courses and with different teachers, and finally, (3) to identify and describe these observation dimensions.

162. Witheiler, Paula and Yuker, Harold E. Course Evaluations at Hofstra University, 1969. Hempstead, New York: Hofstra University, Center for the Study of Higher Education, 1970. 24 pages. ED 040 661.

In January 1969, Hofstra University launched a program of student evaluations of courses. The evaluations had two aims: (1) to provide a general picture of student opinion of courses,

and (2) to help produce more effective teaching by providing feedback to the instructors. The Course Evaluation Program was a cooperative enterprise involving students, faculty, and administration. The questionnaires were processed by the Computer Center and analyzed by the Center for the Study of Higher Education. Results were obtained from 73 percent of the courses taught in the fall semester. Results indicated that a significantly larger percentage of students taking graduate courses reacted favorably to most items than did students taking courses at the undergraduate level. Almost 50 percent of the faculty and more than one quarter of the students found the course evaluations meaningful. The results of the questionnaire are analyzed in detail in this report.

163. Zelby, Leon W. "Student-Faculty Evaluation." Science, Vol. 183, No. 4131, March 1974, pages 1267-1270.

The importance of the Student-Faculty Evaluation format is demonstrated by showing that, given a specific format, it is possible to adapt one's teaching technique to obtain a good or a bad evaluation, and that a good evaluation may be associated with a teaching technique of lesser educational value than a poor evaluation. Careful construction of the format of the evaluation could do much toward increasing the quality of teaching and the motivation of students and teachers in many institutions.

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ERIC Search Strategy

Terms under three main headings were combined in this strategy: Evaluation, Teachers and Effective Teaching, and Students. All terms used in all three groups appear below.

Group 1 (Evaluation Terms)

Evaluation
Course Evaluation
Formative Evaluation
Program Evaluation
Test Interpretation
Measurement
Evaluation Methods
Evaluation Needs
Measurement Techniques
Performance Criteria
Performance Specifications
Test Results
Test Reviews
Behavior Rating Scales
Rating Scales
Faculty Evaluation
Teacher Evaluation
Teacher Rating
Measurement Goals
Test Reliability
Test Validity
Check Lists
Observation
Semantic Differential
Sociometric Techniques
Surveys
Comparative Analysis
Evaluation Criteria
Standards
Measurement Instruments
Norms
Objective Tests
Situational Tests
Test Construction
Test Selection
Performance Tests
Course Descriptions

Group 2 (Teacher and Teaching Terms)

Effective Teaching
Relevance (Education)
Teaching Quality
Educational Quality
Teaching
Teachers
Adult Educators
Art Teachers
Beginning Teachers
Catholic Educators
College Teachers
Cooperating Teachers
Elementary School Teachers
Industrial Arts Teachers
Language Teachers
Lay Teachers
Master Teachers
Minority Group Teachers
Music Teachers
Negro Teachers
Part Time Teachers
Public School Teachers
Remedial Teachers
Resource Teachers
Science Teachers
Secondary School Teachers
Special Education Teachers
Vocational Education Teachers
Women Teachers
Instructional Staff
Student Teacher Relationship
Teacher Qualifications
Teaching Skills
Faculty
College Faculty
Performance-Based Education
Performance-Based Teacher Education
College Instruction
Competency Based Education
Competency Based Teacher Education

Group 3 (Student Terms)

Students
College Students
Elementary School Students
Secondary School Students
Student Attitudes
Student Evaluation
Student Opinion
Student Participation
Student Reaction
Student Role
High School Students
Participant Involvement
Participant Satisfaction
Junior High School Students
Student Publications

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